DOCUMENT RESUME

ED 447 022 SO 032 239

AUTHOR	Goldsmith, Susan Secor
TITLE	Massachusetts History and Social Science Guide for Pre-Kindergarten to Grade 4. A Model Scope and Sequence and Sample Resources.
INSTITUTION	Massachusetts State Dept. of Education, Boston.
PUB DATE	2000-06-00
NOTE	72p.; For Massachusetts History and Social Science Curriculum Framework, see SO 030 597.
AVAILABLE FROM	Massachusetts State Department of Education, 350 Main Street, Malden, MA 02148-5023; Tel: 781-338-3000; Web site: (http://www.doe.mass.edu).
PUB TYPE	Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Childrens Literature; Elementary Education; *History; Models; Preschool Education; *Public Schools; Reading Aloud to Others; *Reading Material Selection; *Social Sciences; *Social Studies
IDENTIFIERS	*Massachusetts; *Scope and Sequence

ABSTRACT

This model responds to the need of many Massachusetts schools and teachers for specific guides to the required scope of core knowledge, to curriculum design, and to teaching resources. Each unit of study in the model is accompanied by a group of sample readings from children's literature, largely nonfiction selections. The model is not prescriptive, but intended solely to assist curriculum committees and teachers who want assistance in planning and carrying out engaging units of study. The model is divided into the following sections: "Introduction"; "The Scope of Introductory History Study"; "Model Scope and Sequence Overviews" ("Pre-Kindergarten and Kindergarten"; "Grade 1"; "Grade 2"; "Grade 3"; "Grade 4"); "Suggested Selections for Reading Aloud" ("Pre-Kindergarten, Building a Foundation for Later Study"; "Kindergarten, Living, Learning, and Working, Now and Long Ago, Near and Far"; "Grade 1, Introduction to History Study" ("Version 1, Literary Empahsis"; "Version 2, Existing Local History and/or Community Studies Unit"; "Version 3, History Emphasis Integrating Grade 1 and 2 Material"); "Grade 2, Early Americas: Beginnings to about 1630"; "Grade 3, United States History to about 1865, with Thematic Extensions in the 19th and 20th Centuries"; "Grade 4, World History: Early Civilizations, Ancient, and Medieval Civilizations"); and "Appendices" ("A. Casting a Spell: How to Read Effectively to a Group of Children"; "B. Children's Readers in History/Social Science"). A resource bibliography concludes the model. (BT)

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ED 447 022

Massachusetts History and Social Science Guide for Pre-Kindergarten to Grade 4

A Model Scope and Sequence and Sample Resources

SO 032 239

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June, 2000

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Department of Education

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David P. Driscoll
Commissioner of Education

June, 2000

Dear Friends,

Learning about the stories of people and events in American and world history should be an important part of every child's education in elementary school. There are many wonderful children's books that present these stories through engaging text and illustrations. These books are the subject of this *History and Social Science Guide for Pre-Kindergarten to Grade 4*.

Susan Goldsmith of the Boston University School of Education has compiled selected readings to complement the recommended curriculum for each grade. Chosen for teachers, librarians, and parents to read aloud to children, and in some cases, for children to read on their own, the selections link the History and Social Science and English Language Arts curricula, and touch upon topics in Science and Technology/Engineering, Arts, Mathematics, and Health.

The books tell stories to inspire curiosity about history and a love of reading and literature: tales from Native American cultures and from the ancient Greeks, stories about the first settlers in America, the Revolutionary War, accounts of artists, inventors, poets, and men and women of courage from many times and places. Please distribute this guide to educators in your district, and make it available to parents. I hope that you will find it a useful supplement to the Curriculum Frameworks.

Sincerely,

David P. Driscoll
Commissioner of Education

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Introduction: A Model Scope and Sequence and Sample Resources

The 1997 Massachusetts History and Social Science Curriculum Framework sets out a large number of possible teaching topics, called "Commonly Taught Subtopics," for Kindergarten to grade 4.[1] It provides, however, only very general scope and sequence suggestions. Many schools and teachers have said they would like much more specific guides to the required scope of core knowledge, to curriculum design, and to teaching resources. This document, written by Susan Goldsmith of Boston University, a member of the History and Social Science Assessment Development Committee for the Massachusetts Comprehensive Assessment System, is an attempt to respond to that need.

Each unit of study in the model is accompanied by a group of sample readings from children's literature, largely nonfiction selections. "Children's literature is better written, provides clearer historical context, offers varying perspectives, and puts 'real people' back into the study of history."[2] The model is not prescriptive. It is intended solely to assist curriculum committees and teachers who want assistance in planning and carrying out engaging units of study.

[1] Massachusetts *History and Social Science Curriculum Framework* (Malden: Massachusetts Department of Education, 1997) 18–23.

[2] Michael O. Tunnell, "Unmasking the Fiction of History: Children's Historical Literature Begins to Come of Age," in Michael O. Tunnell and Richard Ammon, eds., *The Story of Ourselves, Teaching History Through Children' Literature* (Portsmouth, New Hampshire: Heinemann, 1993), 88.

The Scope of Introductory History Study

In approaching the Kindergarten grade 4 outline recommended in the Massachusetts History and Social Science Curriculum Framework, it is important to have in view some distinctive qualities of introductory history that bear on the question of scope, or "coverage," and on the visualizing of how, practically, to deliver the curriculum in four to five years.

Introductory study is guided by the limited accessibility of history and social science to K-4 students.[3] Only certain aspects of historical lives, events, and historical eras can be studied meaningfully. History's broad themes and fundamental developments are thus represented for K-4 by quite limited aspects of a relatively few specific topics. (Compare the numbers of suggested subtopics listed in the History and Social Science Framework for PreK-4 with those for grades 5–8 and grades 9–12.)[4] While aspects of specific topics should be studied in some fullness, thousands or hundreds of years—and at least decades in American history—may be collapsed in the study of a handful of topics. For example, the third grade model follows the long story of equal rights for all Americans by jumping from the destruction of slavery (study of the Civil War and a few related figures) almost directly to the civil rights movement (study of its leading figure). In world history, whole civilizations will be characterized by a few historically significant aspects and characters of highest interest.

Though it ranges very broadly, introductory study is a curriculum of skips and leaps that digs in where it lands but makes no attempt systematically to fill in steps that cannot easily be made meaningful to young students through narrative. Yet by careful organizing and sequencing of selected topics, introductory study can begin to make the significant connections that prepare K-4 students for the historical concepts and narrative complexity of later, systematic study.

Using the Subtopics in the History and Social Science Framework

Even given many gaps, one may still ask how the History and Social Science Framework's K-4 Subtopics are to be "covered." No curriculum could or should try to cover (directly) every one. The Subtopics are not intended to be taken up for study in a one-by-one fashion, and some Subtopics are clearly more important than others to the study of history. Though hardly exhaustive, the list is fairly inclusive in order to provide interesting choices and rewarding byways for teachers and students. But while the Framework Subtopics appear in loose chronological order so as to suggest the basic progression of history, they have not been grouped and ordered by greater to lesser historical significance. And that is really what schools and teachers are asking: What does an accepted

[3] No specific scope is sugggested here for Pre-Kindergarten history and social science; see note on building the foundations in Pre-K for later study, page 15.

[4] Massachusetts History and Social Science Curriculum Framework (1997), 18–23 (Pre-K Subtopics) and 24–50 (grades 5–8 and 9–12 Subtopics).

hierarchy of significance look like? How should teachers and schools decide what can be left aside and what must be taught in order to construct the meaningful skeleton of history study upon which students will build in the upper grades—and that will provide the foundation essential for good performance on later statewide testing in grade 5? The scope and sequence model addresses that question and provides one option, with some variations, for effective curriculum design. But the full answer to required coverage must refer also to qualities of history narrative.

The Importance of Narrative

The History and Social Science Framework discusses narrative presentation as the form of introductory history study most likely to be memorable and meaningful (pages 55-58). Young students have to begin with first things first—the who, what, where, when, why—that can be visualized and thus absorbed. Only as they work backwards from the narrative "evidence" do students then begin, slowly and gradually, as they mature, to see the conceptual relations of history that are basic to systematic study. But the use of narrative also bears directly on the coverage question at hand. Narrative accounts of central figures or events or aspects of civilization will usually weave in some less central subtopics as they establish the circumstances of the story. A study of exploration to the Americas, for instance, will center on Columbus, but any one or more of the following is likely to appear in Columbus' story: Prince Henry the Navigator and Vasco da Gama as precursors, Balboa and Ponce de Leon as followers. This relation among framework subtopics of greater and lesser historical significance is built into narrative accounts.

In the thicker coverage of United States history, figures and events of similar significance will naturally be treated concurrently as the circumstances are established in narrative. For a study of the American Revolution, a reading on Sam Adams would have no story to tell if the Boston Massacre, the Boston Tea Party, and Paul Revere's ride were not included. The point of both examples is that a study unit that proceeds by narrative will often "cover" a handful of subtopics in any given account, as each subtopic plays its part in the whole story. Sheer numbers of Framework subtopics are overwhelming only if one is thinking of coverage as a rather indiscriminate gathering of information about each—a procedure that misses all the advantages of narrative both for coverage and for comprehension.

Expectations: Notes on knowledge and skills to be attained by introductory study

Elementary students ought to acquire knowledge about (and be prepared to be tested on) the most central people/events/aspects of civilizations, including reasons for their importance and a very few dates considered history turning points—the "who, what, where, when, and why." By fourth grade, students may be—we hope they will be—beginning to discover some important patterns, themes, and ideas in history and social science study. And they *will* discover these, given good overall organization and progression in their curricula, but they will do so at widely varying paces. Thus, fourth grade students would not be expected to articulate their nascent conceptual growth in a classroom testing situation through "compare and contrast," or "discuss causes" questions. A strong K-4 introductory curriculum invites students to learn the basic "arithmetic" of history study that is key to continuing development and attainment in middle school and beyond.

Notes on Method: Read-Aloud

The primary delivery method used in this scope and sequence model is read-aloud, even at grades 3 and 4. While the model can be easily adapted to student reading levels and the use of other resources, the advantages of read-aloud are important. Reading to students insures that holding them equally responsible for the material covered is compatible with their varied and, in many cases, still limited reading competencies. So the course of study need not be held to the pace of reading competence at all. This is a method well suited to the study of our common legacy as Americans, and it offers a rich, diverse curriculum to all children. Reading aloud from well-chosen narrative accounts and stories does much of the work of instruction, giving teachers more time, perhaps, to prepare and to plan and conduct imaginative support and reinforcement activities.

Read-aloud not only escapes the limitations of student reading abilities, it pushes on and stretches students' language capacity. Good texts—that because of the complexity of their language would be well beyond students' own reading abilities—can be made available to students through careful reading aloud. This opportunity to promote the command of language is a critically important one to exploit and with few exceptions should always be a consideration in the selection of texts for inclusion in the curriculum. A read-aloud model is highly supportive of and intimately connected with English language arts at a time in a student's education when that connection offers perhaps the greatest benefits.

> Reading aloud should continue all through the school years, for many reasons . . . . Being read to promotes, rather than retards, children's desire to read independently . . . . Hearing a first-rate story read aloud makes the rewards of sticking to it clear and tangible . . . . Studies of first- and second-graders and fourth- through sixth-graders have demonstrated that children who are read aloud to on a regular basis over a period of several months show significant gains in reading comprehension, decoding skills, and vocabulary . . . . Listening experiences like these are especially valuable for the student whose home language is not English and for children whose chief exposure to English comes from the television set . . . . For the poor student whose inability to read has barred her or him from access to stimulating material in every subject, including literature, there is no substitute for reading aloud.[5]

An assumption underlying the selection of readings for the model is that not every word must be understood by students. Many commonly used words that may be new to students need not be explained. They will be grasped just as spoken language is—through repeated hearing in context, though teachers may interrupt occasionally to explain important vocabulary or obscure patches of text. However, the object in reading aloud is smoothness, so as not to interrupt the listener's train of thought and imagination. (Teachers interested in the model who wish to check on their read-aloud style may consult guides such as Jim Trelease's *The Read-Aloud Handbook* or Kimmel's and Segel's *For Reading Out Loud!*, pages of which are included in Appendix A.) Suggested readings

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[5] Margaret Mary Kimmel and Elizabeth Segel, *For Reading Out Loud!* (New York: Delacorte, 1983) 12–17.

that do not read smoothly to a particular class because of difficulty level or another reason should be replaced or omitted. Reading that is as regular as possible through the week supports the story line and develops the listening habit. And, of course, reading times should be flexible; time allotted to difficult, tiring texts will be shortened as it can be lengthened for easier or particularly interesting readings.

Notes on Implementation: Selection and Replacement of Readings

"The task [of selecting new readings] is more complex than simply selecting all available books on a topic. To motivate, engage, and excite students, books must be of high literary and artistic quality. Scholarly integrity is also an essential attribute. Do selections accurately portray peoples and places in the present and past?"[6] Teachers interested in using this model will inevitably need to replace some readings for a variety of reasons. First and foremost, selections for particular classrooms must vary somewhat as particular classes and resource libraries vary.

The principle of readings selection for this model, also good for any adaptation of it, is multiple readings, say three, (two to five), for all chosen central subtopics. Mere repetition, sufficiently varied to avoid boredom, fixes the bones of a story and their arrangement in the mind, furnishing it with the materials on which reason and imagination may work. And, of course, repetition insures that persons, events, and ideas will be presented in sufficient fullness for comprehension. Taking young students over new and sometimes puzzling ground only once is unlikely to help them remember facts or pay attention to ideas and issues. Moreover, even authors in essential agreement about the facts will not place narrative or interpretive emphasis in exactly the same way. *The contrast and consensus produced by these variations will reinforce for students the important factual points and lead them to begin to weigh and judge the evidence and to reflect* on enduring human qualities and on what is at issue in the everlasting controversies of public life which are the stuff of history.

Most children's libraries will provide an adequate collection of in print and out of print but still widely available children's books on the basic history subtopics. And resources are likely to become more and more available as a result of renewed interest, nationally, in the value of history study for young students. (Recent bibliographies of trade books in American and world history study are available now. See the Resource Bibliography.)

Not all new books, of course, will be good or useful. In fact, too many are likely to be essentially reference works, at once too factually detailed and insufficiently explanatory, in that the indispensable "story" quality of narrative, that gives life to facts and makes them vivid and memorable, is absent. There are already bounding numbers of beautifully illustrated and produced volumes, visually irresistible, but so crammed with information as to resemble specialized encyclopedias. These fail as history readings, because their facts are never woven into an interesting narrative with attention to their historical or human significance.

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[6] Judith S. Wooster, "Approaches for Using Children's Literature to Teach Social Studies," in Tunnell, 105.

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By contrast, some very good books, superior in use of language and good narrative, are older, out of print, and perhaps somewhat dated in language usage. They can easily be adapted if teachers simply edit where they feel uneasy with any language. Some primary sources, such as Governor Bradford's journal, have been made accessible to children by editing. And no one can speak so well for historical figures as they can for themselves. Some unedited parts of classic texts or documents may bear brief quotation—and explanation—because of their importance (such as the first and second paragraphs of the *Declaration of Independence*).

The History and Social Science Framework comments briefly on support and reinforcement of study through classroom activities and assessment (pages 55–56, 134–135). It only bears repeating that students' efforts should be directly connected to the topic under study.

Notes on Teachers' Preparation

This scope and sequence model leaves teachers with the task of making final decisions about specific readings choices, (including passages or parts of texts), the order of reading, and any comment on the contribution of that reading to the developing narrative and to historical theme. While challenging, this task is not unreasonable. As already suggested, some initial preparation is requisite to smooth readings, appropriate comments, and in a phrase, successful classroom sessions.

Another preparation step of obvious value is some background reading. A teacher's best bet is the children's library, which contains many interesting works by historians or recognized writers, writing for young people. These are particularly suited to give teachers a quick, rough-and-ready preparation on the selected topics. Some titles are noted at many of the model's headings. Beyond that, a teacher's library should include a basic textbook on American history and world history for reference and planning.

- For American history, there is a set commonly used in grades 5–8, but written in such engaging narrative that it provides a fine introduction even for older students and adults. That is Joy Hakim's *A History of US*.
- For world history, try the clear and interesting textbook for middle grades by Robert T. and Helen Howe, *Ancient and Medieval Worlds* (See the Resource Bibliography).

In addition, some districts may have high school faculty interested in presenting history workshops in areas of mutual interest.

A Note on Homework

It is important that students do more reading in history subjects than can be accomplished in school. But it is not realistic before fifth grade to give uniform home reading assignments to be integrated into class reading and incorporated into discussion, writing, and assessment. It is suggested for third and fourth grades that home reading assignments allow students to choose from select reading lists compiled to contain:

- extensions of and additions to class topics,
- some of the many fine works of historical fiction for which there is not class time, and
- reading on subjects already studied, to help keep these alive for connections with current study.

Such assignments may fulfill both English language arts and history and social science requirements. A broad list of titles for beginning readers is included in Appendix B. The objective of K–4 assignments is to establish a complementary outside reading habit more than to supplement the class curriculum in a systematic way.

Notes on the Assembly of Readings

The readings included in the model cannot be definitive, are certainly not exhaustive, and necessarily tend to the more recently published. Thus, sample readings do range from exemplary narrative, to barely acceptable narrative where pickings are slim. Teachers will want to continue to seek out good readings from the locally available supply of in print and out of print works.

For the purpose of providing the fullest resource the model has been written for K–4 history/social science study assuming very favorable circumstances of class time and class stability, where classes profit from a developed reading aloud habit and from accumulating experience in history study. To help teachers modify study units for varying circumstances, especially where the model is introduced to third and fourth grade classes, the centrality of unit topics—determined roughly by historical significance and accessibility at a particular grade—is indicated by typographical markings: **bold,** <u>underline,</u> none.

Groups of sample readings are intended to provide a sufficient number of titles from which to select two to five complementary readings. When the study unit is an entire civilization, that civilization is introduced through its literature.

Some collections are good to have always at hand to support the entire K–4 sequence:

- From *Sea to Shining Sea,* compiled by Amy Cohn;
- William Bennett, *The Book of Virtues,* composed of various primary sources and stories and poetry;
- and for teachers' background reading, Diane Ravitch, *The American Reader, Words that Moved a Nation.*

Teachers should be aware that Cobblestone Publishing Company's children's magazine issues in American and world history *(Cobblestone and Calliope)* have accumulated over several years into a trove of available issues, many of them usable in grades 3 and 4 either directly or as resources for students and teachers. (Contact information is found in the Resource Bibliography.)

A Model History and Social Science Scope and Sequence Overview

PRE-KINDERGARTEN AND KINDERGARTEN

The Pre-Kindergarten and Kindergarten curriculum seeks to establish the general learning conditions noted in the History and Social Science Framework on pages 57-58. It encourages expansion of intellectual horizons; it promotes habits of listening together and to one another; and it insists on respect for persons and for rules and the rights of others, diligence in one's work, and responsibility in the classroom.

Living, Learning, and Working, Now and Long Ago, Near and Far

PRE-KINDERGARTEN

The Stories of Thornton Burgess and Beatrix Potter
Living together and observing the natural world

KINDERGARTEN

A. Aesop's fables
Lessons in living together

B. National Celebrations throughout the year
The seasons, calendar, and the solar system
Famous Americans and events, symbols, and places

A Model History and Social Science Scope and Sequence Overview

GRADE 1

The grade 1 model scope is presented in three versions. The standard of literacy in books chosen for classroom use should be of special concern in all versions because of the effect of the readings on language acquisition. Geography and map study related to readings are in all versions.

- **VERSION 1** is for schools wishing to concentrate in grade 1 on attaining literacy. It provides a broad cultural foreshadowing of United States and world history study and overlaps English language arts reading requirements.
- **VERSION 2** makes space for currently taught local history and community studies and suggests readings to tie them into United States and world history study.
- **VERSION 3** permits a fuller and more detailed study of the highly interesting topics of the grade 2 scope, by spreading them across the two grades.

Introduction to History Study Families and Communities, Now and Long Ago, Near and Far		
VERSION 1 Literary emphasis for schools concentrating on student literacy	**VERSION 2** Local history and community emphasis	**VERSION 3** Fuller history emphasis integrating grades 1 and 2
A. Tales, legends, and classic myths from all lands 1. This land: Native American tales, African American folklore, and American tall tales 2. Other lands: Classic fairy tales, legends, and myths (see "Common Literary and Cultural Heritage" in the *English Language Arts Framework*); tales from Africa, Asia, the Middle East, and South America	**A. Existing local history and/or community studies units** United States and world history and social science connections	**A. Early inhabitants of North America** Tales and legends and selected Native American tribes **B. Early civilizations of South America** Incas, Mayas, and Aztecs
B. National celebrations More famous Americans and events, symbols, and places	**B. National celebrations** More famous Americans and events, symbols, and places	**C. National celebrations** More famous Americans and events, symbols, and places

A Model History and Social Science Scope and Sequence Overview

GRADE 2

The grade 2 model scope sets the American scene through stories and study of its first inhabitants and a simple recounting of the European appearance in America from exploration through first settlements. Globes, maps, and atlases are used to follow these accounts, integrating the acquisition of knowledge about geography (such as basic topography of North America; Atlantic and Pacific routes to Europe and Asia; hemispheres, and latitude and longitude) with reading.

The Early Americas: Beginnings to about 1630

FOR CLASSES USING VERSION 1 OR 2 OF THE GRADE 1 CURRICULUM:

A. Early inhabitants, the "New World" as it was.
Tales and legends and selected Native American tribes from across the continent; South American contrasts: Incas, Mayas, and Aztecs

B. European exploration. Vikings, Marco Polo, Columbus, Magellan, Cortés

C. Living in the New World. Early settlers; Jamestown and Plymouth

FOR CLASSES USING VERSION 3 OF THE GRADE 1 CURRICULUM

Because these students have already studied Native Americans in Grade 1, they will pursue a fuller treatment—more reading, perhaps more topics—of:

B. European exploration.

C. Living in the New World.

A Model History and Social Science Scope and Sequence Overview

GRADES 3 AND 4

The scope for grades 3 and 4 introduces topics in United States and world history, and integrates geography, civics, and economics. This sequence prepares students for studying United States history in greater depth in grade 5, and early and classical civilizations in greater depth in grade 6 or 7.

GRADE 3

The grade 3 model scope consists of several parts: the colonization of North America, colonial life, and the Revolution made by the united colonies toward the end of the 18th century. Other readings introduce large developments and defining events in American life through the 19th and into the 20th centuries.

United States History to about 1865
with Thematic Extensions in the 19th and 20th Centuries

A. Colonization.
Settlements and colonial life in Massachusetts and New England, Virginia, New York, Pennsylvania, South Carolina

B. Revolution.
The spirit of liberty and the War, the Constitution, and a new country

C. Going West.
Lewis and Clark, transportation and practical inventions, and the destruction of Indian life

D. Slavery, the Civil War,
and civil rights in the 20th century

E. Immigration and industrialization
into the 20th century

A Model History and Social Science Scope and Sequence Overview

GRADE 4

The grade 4 model scope treats world history through the 1500s, a broad period that requires schools to make choices about where to place emphases and where to narrow to a bare-bones treatment. If a minimum of three to four readings cannot be planned for a civilization or unit, it would be better to omit the topic than skim too lightly.

World History
Early Civilizations, Ancient, and Medieval Civilizations

A. Early Civilizations.
Mesopotamia, Egypt, India, and China (concentrate on two to three civilizations); and ancient Israel

B. Ancient Greece.
Gods and heroes, aspects of Greek history

C. Ancient Rome.
Aspects of Roman history; the coming of Christianity

D. The Middle Ages (Islam, England/Europe, kingdoms of Africa, Japan), **and the European Renaissance.**
Concentrate on one to three areas

Suggested Selections for Reading Aloud

Pre-Kindergarten
Building a Foundation For Later Study

The Pre-Kindergarten objective is progress toward the general learning conditions described in the Massachusetts *History and Social Science Framework* on pages 57–58: the curriculum should promote habits of listening, observing, and concentration; expansion of vocabulary; and good classroom deportment. Attention to the activities described in the first column of the charts on pages 59–62 of the Framework ("The Development of Selected History and Social Science Learning Capacities PreK–4") will help children develop such habits and readiness to study history and social science.

Teachers may want to bring some history-social science focus to the Pre-K classroom's spectrum of work through a serial reading that covers some territory in natural history, geography, human nature, and character. The old and charming stories of Thornton Burgess are largely back in print. Read through the year, they will help stretch and exercise listening capacities and powers of concentration; build knowledge in nature lore and local geography; teach character from story portrayals of friendship, loyalty, responsibility, and realism about one's circumstances. As Pre-K students become experienced in their imaginative exploration of the Burgess world, they could find interesting similarities and contrasts in some of the equally charming but quite different Beatrix Potter stories. Pre-K thus can be introduced to the Scope and Sequence method of sharpening observation and thought through multiple readings.

KINDERGARTEN
LIVING, LEARNING, AND WORKING, NOW AND LONG AGO, NEAR AND FAR

INTRODUCTION. Under the broad formulas, respect for persons and for rules and the rights of others, diligence in one's work, and responsibility in the classroom, the Kindergarten curriculum seeks to establish the general learning conditions noted in the *History and Social Science Curriculum Framework* (pages 57–58). Acquiring good habits depends largely on practicing them, but direct readings can help. In **Section A,** Aesop's fables illuminate the practicality of their morals and give children reasons for wanting to observe them. (There will be, of course, endless examples through history of what to admire and to avoid.)

In **Section B,** Kindergartners are introduced directly to famous American figures and events, organized around national holidays. Sections A and B are integrated in the delivery, of course, in order to spread the work as smoothly as possible through the year. As children's listening habits grow, story times can lengthen somewhat throughout the year.

Kindergarten will also have certain learning objectives in geography—continents, oceans, mountains, and rivers of the world; the globe's axis, revolution, and orbit. Jack Knowlton's *Geography from A to Z* ('88) is fun to read for terminology. But geography should also, insofar as possible, attach to the movement of study through the year. Story sites in both history and English language arts should as much as possible be located on the globe and maps.

The Kindergarten sample scope and sequence assumes that Kindergartners are also being routinely read to in English language arts from good children's literature that observes a high literary standard. If this is not the case, it would be better to turn much of Kindergarten time for history and social science back over to English language arts *for this purpose,* reducing **Section B** to bare bones.

Note: In the listing, the centrality of topics—determined roughly by historical significance and accessibility at a particular grade—is indicated by the kind of type: **bold,** <u>underline,</u> plain

A. Aesop's Fables

There are many versions for children. As these fables are lessons in living together, teachers may want to avoid overly embroidered versions and look for those as spare as the original. Some versions, especially older ones, have helpful and very interesting introductions. Try

Aesop and Company, prepared by Barbara Bader ('91), or

The Fables of Aesop, retold by Frances Barnes-Murphy ('94), or

Aesop's Fables, selected by Louis Untermeyer ('66)

B. National (mostly) celebrations through the year

Begin by studying what *is* a year (earth's revolution in the solar system) and a day and night (earth's rotation). Review the difficult concept of a year three or four times by recognizing summer and winter solstices and spring and fall equinoxes. Students might go outside to try to connect directions (East and West) with the earth's rotation (the sun's apparent movement in the sky). For an extension, connect North and South and the earth's magnetic field using Franklyn Branley, *Magnets.* Yet another extension might include, Branley's *Air is All Around Us* ('86) and Christina Rossetti's "Who Has Seen the Wind." Robert Louis Stevenson's lines provide a Kindergarten curriculum motto: "The world is so full of a number of things, I'm sure we should all be as happy as kings."

The Solar System

Franklyn Branley, *What Makes Day and Night,* ('86); and *Sunshine Makes the Seasons* ('85)

Seymour Simon, *Earth: Our Planet in Space* ('84)

Gail Gibbons, *The Reasons for Seasons* ('95)

Models for the necessary classroom demonstrations are found in Branley.

Begin again by considering what *is* a holiday. See "Holy Days and Heroes," in Lucille Penner, *Celebrations, The Story of American Holidays* ('93). The actual holiday might be recognized by a song or by reciting a memorized poem. (See Elizabeth Sechrist, *Poems for Red Letter Days,* '51.)

- September: Labor Day. First day of autumn (solar system). Geoffrey Scott, *Labor Day* ('82); *Ballad of John Henry* in Amy Cohn, *From Sea to Shining Sea* ('93)
- October: Columbus Day. Alice Dalgliesh, *The Columbus Story* ('55); Peter Sis, *Follow the Dream: The Story of Christopher Columbus* ('91); David Adler, *Christopher Columbus* ('91)
- November: Thanksgiving. (Veterans Day deferred to May, or better, to first grade). Alice Dalgliesh, *The Thanksgiving Story* ('54 and '88); Ann McGovern, *The Pilgrim's First Thanksgiving* ('73). **Learn Boston, Massachusetts capital**
- December: Recognize religious holidays in accordance with school policy. Winter solstice. Re-read Branley, Simon, Gibbons
- January: Martin Luther King, Jr., Day. Jean Marzollo, *Happy Birthday, Martin Luther King* ('93); David Adler, *Martin Luther King, Jr.* ('86); Rosa Parks with Jim Haskins, *I Am Rosa Parks* ('97)
- February: Washington's and Lincoln's birthdays. David Adler, *A Picture Book of George Washington* ('89); the cherry tree legend in William Bennett, *The Book of Virtues* ('93); Michael Tunnell, *The Joke's on George* ('93); Edith Kunhardt, *Honest Abe* ('93); David Adler, *A Picture Book of Abraham Lincoln* ('90); Martha Brenner, *Abe Lincoln's Hat* ('94). **Learn Washington D.C., national capital, and current president**
- March: First Day of Spring. Re-read Branley, Simon, Gibbons; in science, read Margaret Wetterer, *Clyde Tombaugh and the Search for Planet X* ('96)

B. National (mostly) celebrations through the year (continued)

- April: Let's add Jefferson's birthday and remember Ben Franklin, who died in this month. David Adler, *A Picture Book of Thomas Jefferson* ('90); Aliki, *The Many Lives of Benjamin Franklin* ('88)
- May: Memorial Day, and read here about Veterans Day, celebrated in November, or defer until first grade. Arbor Day (date varies). Geoffrey Scott, *Memorial Day* ('83); "Memorial Day" and "Veterans Day" in Lucille Penner, *Celebrations, The Story of American Holidays* ('93). Aileen Fisher, *Arbor Day* ('65); Aliki, *The Story of Johnny Appleseed* ('88); Margaret Hodges, *The True Tale of Johnny Appleseed* ('97); in science, read Alvin Tresselt, *The Gift of the Tree* ('72, '92)
- June: Summer solstice (solar system). Flag Day. Anticipate July 4. Leonard Everett Fisher, *Stars and Stripes, Our National Flag* ('93); Pam Muñoz Ryan, *The Flag We Love* ('96); Jan Gleiter and Kathleen Thompson, *Paul Revere* ('95)—what are taxes? or David Adler, *A Picture Book of Paul Revere;* David Adler, *A Picture Book of Patrick Henry* ('95); Gail Haley, *Jack Jouett's Ride* ('73); **Learn Pledge of Allegiance**

Grade 1

Introduction to History Study

Living, Learning, and Working, Now and Long Ago, Near and Far

Introduction. The grade 1 model scope is presented in 3 versions. The standard of literacy in books chosen for classroom use should be of special concern in all versions because of the effect of the readings on language acquisition. Version 1 is for schools wishing to concentrate in grade 1 on attaining literacy. It provides a broad cultural foreshadowing of United States and world history study (and overlaps English language arts reading requirements). Version 2 makes space in the model scope and sequence for currently taught local history and community studies where schools wish to continue these, but suggests readings to tie them into United States and world history study. Version 3 permits a fuller and more detailed study of the highly interesting topics of the grade 2 scope, by spreading them across the two grades.

Minimum geography requirements that build on those of Kindergarten should be established for all three versions; but particular opportunities will exist for each version to follow the reading/study emphases on a globe and maps. General emphasis should perhaps be on geography around the world (globe) and on map reading. Jack Knowlton, *Maps and Globes* ('85) is especially good for reading with Version 1 as it touches on the around-the-world tour students are taking. Geography study for Versions 2 and 3 must be filled out more systematically for an adequate around-the-world treatment. In geography study, as in the readings, collaboration among teachers is essential to avoid repetition and to plan linkages.

Note: In the listing, the centrality of topics—determined roughly by historical significance and accessibility at a particular grade—is indicated by the kind of type: **bold**, <u>underline</u>, plain.

Version 1

Literary emphasis for schools wishing to concentrate on student literacy

It is intended that this version be integrated and share time, at **Section A,** with English language arts. In view of the vast number of fine possibilities, readings in **Section A** are largely left to teacher selection. But there is a general rule to choosing: the best language renditions will contribute most to language acquisition. Literary qualities should not be edited out for the sake of total vocabulary comprehension. Such editing is a problem with numbers of adaptations and retellings. Richness of language is as prominent an objective as is the "voice" and character of the people whose tale it is.

Folk tales do "carry a sense of values of the culture" and are appropriate to early history study.[7]

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[7] Richard Ammon and Diane Weigard, *A Look at Other Trade Book Topics and Genres,* in Tunnell, 97.

But one caution: as Julius Lester says in his introduction to *The Tales of Uncle Remus,* "these are not political tracts" and should not be so read and interpreted. Stories that have endured are gifts to the world and address enduring human themes. Even fairy tales, that seem to have no specific history, economic, or civic aspects, contribute substantively, because they tell what people universally hope for and expect from one another. Obstacles are hardly slighted in fairy tales, but reading about how characters overcome them can encourage optimism and perseverance.

Still, this is history/social science, and teachers should be on the lookout for reflections on history, economic, and civics aspects and themes: character, qualities of resources, valued/just ends, and fair means. (See the K–4 "learning capacities" pages in the *History and Social Science Framework,* pages 59–62.) And for history purposes, readings are grouped by peoples and places in order to develop that distinctive voice. ("Voice" refers to a way of looking at the world and should not be confused with dialect. In general, teachers should be cautious in reading selections written in dialect to primary grade children, especially those whose first language is not English and who are still stabilizing their understanding of standard English.)

In order to strengthen the listening habit that underlies K–4 study and the language objectives of this model, the readings are generally not picture books or not read as picture books. "The true picture book relies on the illustrations to help tell the story and our central aim is to provide the experiences of *listening* to literature."[8]

A. Stories and tales: from this land

Much can be used from Cohn, *From Sea to Shining Sea.*

Native American. For example:

John Bierhorst, *The Naked Bear, Folktales of the Iroquois* ('87)

Joseph Bruchac, *The Boy Who Lived with the Bears* ('95); *Iroquois Stories: Heroes and Heroines, Monsters and Magic* ('85)

African American Folklore. For example:

Julius Lester, *Tales of Uncle Remus* ('87), *More Tales . . .* ('86), *Further Tales . . .* ('90), *The Last Tales . . .* ('94)

Virginia Hamilton, *When Birds Could Talk and Bats Could Sing* ('96)

American Tall Tales. For example:

Paul Bunyan, Mike Fink, Davy Crockett, Annie Oakley . . . .

M. P. Osborne, *American Tall Tales* ('91), or

[8] Kimmel and Seigel, *op. cit.*, Preface.

Paul Walker, *Big Man, Big Country* ('93)

Washington Irving: *Rip Van Winkle; The Legend of Sleepy Hollow,* try originals

A. Stories and tales: from other lands

Classic Fairy Tales and Stories. (See the Massachusetts *English Language Arts Curriculum Framework,* Appendix A: Common Literary and Cultural Heritage.)

Charles Perrault—selected tales

Hans Christian Andersen—selected tales

Grimms' Fairy Tales—selected tales

Norse Myths—e.g., D'Aulaire, *Norse Myths* ('67)—link with readings about calendar names in **Section B**

(It may be better to hold off most Greek myths until grade 4)

Russian tales—selected. For example, Miriam Morton, ed., *A Harvest of Russian Children's Literature* ('67)—peerless if available; and *Twenty-two Russian Tales for Young Children by Leo Tolstoy* ('69); James Mayhew, *Koshka's Tales, Stories from Russia* ('93)

Rudyard Kipling, *Rikki-Tikki-Tavi; Just So Stories*

Africa. For example:

Verna Aardema, *Misoso, Once Upon a Time Tales From Africa* ('94); *Tales from the Story Hat, African Folktales* ('60)

Peggy Appiah, *Ananse The Spider, Tales from an Ashanti Village* ('69)

Ashley Bryan, *Beat the Story-Drum, Pum-Pum* ('87)

Asia. For example:

Japanese tales

Virginia Haviland, *Favorite Fairy Tales Told in Japan* ('67 and '95) or Yoshiko Uchida, *The Dancing Kettle* ('86); Eric Quale, *The Shining Princess and Other Japanese Legends* ('89); Florence Sokade, *Japanese Children's Favorite Stories* ('58)

Chinese tales

Isabelle Chang, Tales from Old China, *A Collection of Chinese Folk Tales, Fairy Tales and Fables* ('69); *Demi, The Dragon's Tale and other Animal Fables of the Chinese Zodiac* ('96)

Indian tales

Virginia Haviland, *Favorite Fairy Tales Told in India* ('73 and '94)

A. Stories and tales: from other lands (continued)

Middle East. For example:

Stories from the Arabian Nights, such as Carol Carrick, *Aladdin and the Wonderful Lamp* ('89); Deborah Lattimore, *Arabian Nights, Three Tales,* ('95); Eric Kimmel, *The Tale of Ali Baba and the Forty Thieves* ('96)

Howard Schwartz and Barbara Rush, *The Diamond Tree: Jewish Tales from Around the World* ('91)—most have a Middle East origin; or "This Too Shall Pass," in Heather Frost, *Wisdom*

Tales from Around the World ('96)—a King Solomon legend

Barbara Walker, *Treasury of Turkish Folktales for Children* ('88)—shorter tales suitable for first graders

South America. For example:

John Bierhorst, *Doctor Cayote* ('87); *The Monkey's Haircut and Other Stories Told by the Maya* (86)

Jane Kurtz, *Miro in the Kingdom of the Sun* ('96)—Inca

M. A. Jagendorf and R. S. Boggs, *The King of the Mountains, A Treasury of Latin American Stories* ('60)—selected

To conclude, how do we have such a wealth of stories from everywhere?

Joann Burch, *Fine Print: A Story About Johann Gutenberg* ('91)—condense

Bernice Kohn, *Talking Leaves, The Story of Sequoyah* ('69) if available, or

David Peterson, *Sequoyah, Father of the Cherokee Alphabet* ('91)—both include explanations of the syllabic alphabet, of some personal interest to first graders!

B. Celebrating the holidays again: more famous Americans

Figures and events studied in Kindergarten are recalled by reading from good accounts in Lucille Penner, *Celebrations, The Story of American Holidays* ('93) and/or other noted readings, but attention is given also to expanding grade 1 repertoire. Review seasons (see Branley, Simon, Gibbons in the Kindergarten section) and learn the origins in mythology of names of days of the week, months. Paul Hughes, *The Days of the Week* ('82) and *The Months of the Year* ('89), are resources, as are Franklyn Branley, *Keeping Time* ('93), or Herta Breiter, *Time and Clocks* ('78)—teachers' resources for understanding time. The story of the calendar is in Elizabeth Sechrist, *Red Letter Days* ('65). As in Kindergarten, Sections A and B are integrated for delivery.

- Extend the solar system with Franklyn Branley, *The Planets in Our Solar System* ('87), and *The Moon Seems to Change* ('87). But what holds everything in place? Franklyn Branley, *Gravity is a Mystery* ('86). "Holy Days and Heroes," in Penner connects seasons and holidays.
- September: Labor Day. Fall (autumnal) Equinox. Work/labor poem; "Labor Day," in Penner, makes connection of labor and immigration; read about a famous settler/immigrant: Arnold Lobel, *On the Day Peter Stuyvesant Sailed into Town* ('87); Aliki, *William Penn* ('64); Ibi Lepscky, *Albert Einstein* ('82)—alas, probably not widely available; or "Einstein," in Jean Marzollo, *My First Book of Biographies* ('94)
- October: Columbus Day. "Columbus Day," in Penner; Ingri and Edgar Parin D'Aulaire, *Columbus* ('55), with Steve Lowe, *The Log of Christopher Columbus* ('92); Patricia Lauber, *How We Learned the Earth is Round*—Greeks to Columbus and Magellan ('90)
- November: Thanksgiving. Jean Craighead George, *The First Thanksgiving* ('93); Leonard Weisgard, *The Plymouth Thanksgiving* ('67); Lucille Penner, *Eating the Plates*—selections ('91); Aliki, *Corn is Maize* ('76); **Learn Boston, Massachusetts capital.**
- December: Winter Solstice. Review the solar system. Recognize religious holidays in accordance with school policy.
- January: Martin Luther King, Jr., Day. "Martin Luther King Day," in Penner. Patrick and Fredrick McKissack, *Martin Luther King, Jr.: Man of Peace* ('91); (children can find out who Gandhi is in Jean Marzollo, *My First Book of Biographies* ('94); David Adler biographies suited to first graders on the subject of equal individual and civil rights: *Sojourner Truth* ('94), *Harriet Tubman* ('91), *Rosa Parks* ('93); Jeanette Winter, *Follow the Drinking Gourd* ('88) or F.N. Monjo, *The Drinking Gourd* ('70 and '93)
- February: Washington and Lincoln birthdays—Presidents' Day. Let's do more presidents and famous women connections. "George Washington's Birthday," in Penner; "Lines on George Washington" by Phillis Wheatley in Cohn, *From Sea to Shining Sea;* A handful of George Washington's "Rules of Civility," in Bennett, *The Book of Virtues;* "Dolley Madison Saves the National Pride," in Bennett—tell it and quote, because this cannot actually be read to first graders; "Abraham Lincoln's Birthday," in Penner; Ingri and Edgar Parin D'Aulaire, *Lincoln* ('57); Cheryl Harness, *Young Abe Lincoln* ('96); Jean Fritz, *Just A Few Words, Mr. Lincoln* ('93); Sibyl Hancock, *Theodore Roosevelt* ('78); David Adler, *A Picture Book of Eleanor Roosevelt* ('91); William Wise, *Franklin Delano Roosevelt* ('67)—if used, name the sickness as polio; **Learn Washington D. C., national capital, and current president**

B. Celebrating the holidays again: more famous Americans (continued)

- March: Spring (vernal) Equinox. Get out the almanacs (Poor Richard, Benjamin Banneker) and investigate (associated) inventions (electricity—Franklin and Edison—Banneker's clock). David Adler, *Benjamin Franklin, Printer, Inventor, Statesman* ('92); a few selections from Poor Richard's Almanack in Ravitch, *The American Reader* ('90); Andrea Pinckney, *Dear Benjamin Banneker* ('94); David Adler, *A Picture Book of Thomas Alva Edison* ('96). A good narrative that encourages observation of earth's seasons: Christina Bjork and Lena Anderson, *Linnea's Almanac* ('89)
- April: Jefferson's birthday. Carol Greene, *Thomas Jefferson, Author, Inventor, President* ('91) or David Adler, *A Picture Book of Thomas Jefferson* ('90); Memorize the equal rights sentence from the Declaration of Independence, "All men . . . happiness;" Patricia Quiri, *The Statue of Liberty* ('98); Betsy and Giulio Maestro, *The Story of the Statue of Liberty* ('86); Eleanor Coerr, *Lady With a Torch* ('86)—this terrific book may be too difficult
- May: Memorial Day (and Veterans Day). "Memorial Day," and "Veterans Day," in Penner; Eve Bunting, *The Wall* ('90)—the Vietnam Memorial
- June: Summer Solstice, Flag Day. Anticipate Independence Day, July 4. Ruth S. Radlauer, *Honor the Flag: Guide to its Care and Display* ('92); Alexandra Wallner, *Betsy Ross* ('94); James Calvert, *A Promise to Our Country* ('61)—demanding but especially good explanation of the Pledge of Allegiance as it links to major features of our form of government (civics), brings in presidents Franklin Roosevelt, Dwight Eisenhower, and John Kennedy; or June Swanson, *I Pledge Allegiance* ('90), which also has history allusions; **Learn Pledge of Allegiance;** Alice Dalgliesh, *The Fourth of July Story* ('56 and '87); "Independence Day," in Penner, *Celebrations;* Natalie Miller, *The Story of the Liberty Bell* ('65)

Grade 1

Introduction to History Study

Version 2: Existing local history and/or community studies units

Version 2 is included for schools that wish to continue existing local history and/or community studies. Local history could be inserted, alternatively, at grade 3 if it is thoroughly integrated with Massachusetts and United States history so that an interplay of town development and state/national historical events will be emphasized. (What link has the town or city to immigration patterns, to the Revolution, to industrialization, etc.?)

Community studies offer particular opportunities to address the Framework's "learning capacities" in history and social science (pages 59–62). Some reading suggestions, organized as a simple "human timeline," may lend historical links and connections to existing community study and illuminate community themes. The timeline begins with earliest man and early tools and inventions for better living in a beginning economy of necessity and scarcity. The earliest communities begin to acquire economies characterized by some surplus, trade, and division of labor, and organized around the growing complexity of human desires, needs, and aspirations. These desires, needs, and aspirations assert themselves in the pursuit of religious practice, arts and sciences, but require rules for living together and ideas of fairness and justice. The early civilizations will be studied in grade 4, but the timeline can briefly inspect some of these aspects of community at more recent historical turning points, through some associated biographical sketches. And then . . . . communities.

A. Local history/community studies

The human "timeline." Teachers may wish first to read Patricia Netzley, *The Stone Age* ('98) then to consult and tell some of: Bruce Coville, *Prehistoric People* ('90); Helen Sattler, *Hominids: A Look Back at Our Ancestors* ('88); Kathryn Lasky, *Traces of Life: Origins of Humankind* ('89). These cover the relatively long existence of early hominids and the relatively very short existence of entirely modern homo sapiens sapiens, (35,000? to more than 50,000 years), during which time there is rapid emergence of imagination, culture, and full community as we see them today, probably tied to full development of intelligence and language, as we see them today. (Since the readings were published, archaeologists have varying new evidence about the relation between Neanderthals and modern man.)

Joanna Cole, *The Human Body: How We Evolved* ('87)

Hazel Mary Martell, *In the Stone Age* ('92)—tools and farming

A. Local history/community studies (continued)

Some modern turning points and aspirations:

fire—electric light: Barbara Mitchell, *The Wizard of Sound* ('91) or David Adler, *Thomas Alva Edison, Great Inventor* ('90)

language—writing and printing: (Joann Burch, *Fine Print: A Story about Johann Gutenberg* ('91)—condense; Bernice Kohn, *Talking Leaves, The Story of Sequoyah* ('69) if available, or David Peterson, *Sequoyah, Father of the Cherokee Alphabet* ('91)—explanations of syllabic alphabet of interest to first graders!

agriculture—scientific agriculture: refer to Aliki, *A Weed is a Flower, The Life of George Washington Carver* ('65)—simple; Peter Towne, *George Washington Carver* ('75); Barbara Mitchell, *A Pocketful of Goobers* ('86)

trade—money, credit: David Adler, *All Kinds of Money* ('84), *Prices Go Up, Prices Go Down* ('84)

transportation and communication—the telephone, cars, airplanes: Elizabeth Montgomery, *Alexander Graham Bell* ('63); Barbara Mitchell, *We'll Race You Henry, A Story About Henry Ford* ('86); Walter Schulz, *Will and Orv* ('91); Alice and Martin Provensen, *The Glorious Flight—the English Channel* ('83); Robert Quackenbush, *Please Take Me Out to the Airfield!* ('76)

care for sick and injured—scientific medicine: Beverley Birch, *Pasteur* ('95)—read in science about predecessor to Pasteur: Lisa Yount, *Antoni van Leeuwenhoek* ('96), and very simple verses of Maxine Kumin, *The Microscope* ('84); "Jonas Salk" in Melissa Stone, *Brighter Tomorrows* ('89), or parts of Jim Hargrove, *The Story of Jonas Salk* ('90)

personal security and individual freedom—rule of law and rights of man: Jane Goodsell, *Eleanor Roosevelt* ('70); Nancy Parker, *The United Nations from A to Z* ('85)—selections, or other United Nations materials

B. Celebrating the holidays again

(see Version 1, Section B, page 25)

As in Kindergarten, Sections A and B are integrated for delivery.

Grade 1
: Introduction to History Study
Version 3: History emphasis, integrating grades 1 and 3

This version allows for a fuller treatment of grade 2 topics across the two grades. Schools that follow Version 3 would begin second grade at European Exploration (Section B).

A. Early inhabitants of North America: Tales and legends and selected Native American tribes

Version 3 is a somewhat expanded version of **Section A** at grade 2, with somewhat simpler readings. See the introduction there.

Tales and legends: (refer to Version 1, page 22, for other selections)

John Bierhorst, *The Fire Plume, Legends of Indians* ('69)

Joseph Bruchac, *A Boy Called Slow: Sitting Bull* ('94); *Return of the Sun, Native American Tales from the Northeast Woodlands* ('89)

J.E. Connolly, *Why the Possum's Tail is Bare and Other North American Indian Nature Tales* ('85)

Nancy Van Laan, *In a Circle Long Ago, A Treasury of Native Lore from North America* ('95)

Where did Native American peoples come from? Teachers may wish to incorporate a quick look at early man before going on to the migration to North America. See Version 2, page 27.

Early man (Cole, Martell—at Version 2, page 27)

Patricia Lauber, *Who Discovered America? Mysteries and Puzzles of the New World* ('92)—skip parts on exploration

(For a detailed account of the arrival and spread of peoples in North and South America before Columbus, teachers may want to look at Harold Faber, *The Discoverers of America* '92, chapters 1 and 2.)

Selected tribes: (at least four from different areas) No readings are suggested here because the resources are generally familiar. Particular attention will naturally be paid to a tribe's economic and civic means of addressing basic needs for food, shelter, and maybe defense; but do not slight cultural aspects. How did a tribe struggle to release itself from necessity (including by minimizing some needs) and imagine and acquire arts, games and stories, and religion?

(Include David Peterson, *Sequoyah* ('91), or Bernice Kohn, *Talking Leaves: The Story of Sequoyah* ('69)—explanations of syllabic alphabet of interest to first graders!)

B. Early civilizations of South America (Aztecs, Incas, Mayas)

Teachers might read Jacqueline Greene, *The Maya* ('92) and Shirlee Newman, *The Incas* ('92). (Any graphic treatment of human sacrifice, here, or of other of history's frequent scenes of mayhem is likely to have the effect of trivializing the circumstances of the violence and is deferred throughout this K–4 sequence.)

Inca. Use as resource and tell portions of Peter Chrisp, *Incas* ('94)

Tales at Version 1, page 24

Patricia McKissack, *The Inca* ('85 and '92)

Maya. Use as resource and tell portions of Peter Chrisp, *Maya* ('94)

Tales at Version 1, page 24

Patricia McKissack, *The Maya* ('85 and '93)

Aztec. Use as resource: Peter Hicks, *The Aztecs* ('93)

Tales at Version 1, page 24

Krystyna Libura, Claudia Burr, Maria Urrutia, *What the Aztecs Told Me* ('97)—what the Aztecs said about themselves as told to a Spanish friar

Patricia McKissack, *The Aztec* ('85 and '92)

C. Celebrating the holidays again

(See Version 1, Section B, page 25.)

As in Kindergarten, Section C is integrated into Sections A and B for delivery.

GRADE 2
The Early Americas: Beginnings to about 1630

INTRODUCTION. The grade 2 model scope sets the American scene through stories and study of its first inhabitants and a simple recounting of the European appearance in America from exploration through first settlements.

Once again, use the globe and maps to follow these accounts. In **Section B**, the connection of European exploration to the history of cartography is specifically addressed. Paul Sipiera, *A New True Book: Globes* ('91), is a map "story book" that can be read if its points are carefully demonstrated on the globe. Second graders should be able to use an atlas such as *Discovery Maps*, Hammond Children's Atlas. Set geography knowledge requirements in conjunction with reading (such as basic topography of North America; Atlantic and Pacific routes to Europe and Asia; hemispheres, latitude and longitude.)

Note: In the listing, the centrality of topics—determined roughly by historical significance and accessibility at a particular grade—is indicated by the kind of type: **bold**, underline, plain.

A. Early inhabitants, the "New World" as it was

Begin with stories and legends of American Indians in order to give a sense of what varied native peoples thought and valued. After a pause to find out where they came from, turn to a study of tribal life across the continent (Pacific Northwest, Pueblo/Cliff Dwellers, Navaho/Apache, Plains, Northeast/Eastern Woodlands), from which students will gain a sense that Native Americans all tended to live lives suited to particular environments. Finally, the very different peoples and civilizations of South America could be studied briefly.

Tales and Legends. (see also grade 1, Version 3, Section A, page 29)

Joseph Bruchac, *Four Ancestors Stories, Songs, Poems* ('96)

Edward Curtis and John Bierhorst, *The Girl Who Married a Ghost and Other Tales* from the North American Indians ('78)

As part of English language arts, a teacher might read selections from Longfellow's *Song of Hiawatha*, a poem that conveys something of the Indian attachment to independence. Note, however, that the real Hiawatha was an Iroquois, not a Chippewa (see Hakim, *A History of US*).

Manitonquat, *The Children of the Morning Light, Wampanoag Tales* ('94)

What do we know about how American Indians arrived in North America? (Teachers may want to consult Harold Faber, *The Discoverers of America* ('92), chapters 1 and 2.)

Patricia Lauber, *Who Discovered America? Mysteries and Puzzles of the New World* ('92)—skip Columbus, pick up under Vikings

A. Early inhabitants, the "New World" as it was (continued)

Selected Tribes. (From at least four different areas) No readings are suggested here because the resources are generally familiar. Particular attention will naturally be paid to a tribe's economic and civic means of addressing basic needs for food, shelter, and maybe defense; but do not slight cultural aspects. How did a tribe struggle to release itself from necessity (including by minimizing some needs) and imagine and acquire arts, games and stories, religion?

South American Contrasts. (Any graphic treatment of human sacrifice, here, or of other of history's frequent scenes of mayhem is likely to have the effect of trivializing the circumstances of the violence and is deferred throughout this K–4 sequence.)

Peter Chrisp, *Incas* ('94) and *Maya* ('94); Peter Hicks, *The Aztecs* ('93)—read the bold and use sidebar material as appropriate

Krystyna Libura, Claudia Burr, Maria Urrutia, *What the Aztecs Told Me* ('97)—what the Aztecs said about themselves as told to a Spanish friar

Patricia McKissack, *The Inca* ('85 and '92), *The Maya* ('85 and '93), *The Aztec* ('85 and '92)

B. European exploration

(Classes that use the Version 3 for grade 1 will begin here at **Section B** and pursue a fuller reading plan.) The Portuguese explorations to the East around Africa are not of direct concern for grade 2. But after the Vikings, the Portuguese led the way to European exploration. Teachers may wish to look at Leonard Everett Fisher, *Prince Henry the Navigator* ('90) as a potential reading.

Louise Rich's *The First Book of New World Explorers* ('60) tells a fine story that covers **Section B** topics, but is long out of print. Where available, it could serve as a basic exploration text, covering each topic and good in discussing complex motives and great achievements that were at once great disasters for native peoples. Also out of print are the several good but longish exploration biographies written by Walter Buehr and Ronald Syme; these are good extensions for the right occasion. Teachers who wish to begin with a broad overview can use the popular book by Betsy Maestro, *The Discovery of the Americas* ('91). But this is exploration in one great gulp and should not stand alone without the particular stories and evidence that give more interest to the subject and make it memorable.

Cartography. What did European explorers know? Teachers can look at Milton Lomask, *Great Lives: Exploration* ('88), or where available, Roger Duvoisin, *They Put Out to Sea* ('43). Teachers may wish to make some classroom use of Kathryn Lasky's math- and science-related book, *The Librarian Who Measured the Earth* ('94)—a topic also touched in Sipiera, *Globes*.

Nick Arnold, *Voyages of Exploration* ('95)—a reading on ancient and Arab worlds, but skip the accounts of Columbus and beyond, and rather use those listed below.

B. European exploration (continued)

The Vikings. Though they left nothing permanent, the Vikings were the first (for whose travels there is evidence) from Europe. Columbus may or may not have known of their exploits, told in various sagas. Interested teachers can look at Barbara Schiller, *The Vinlander's Saga* ('66).

Ingri and Edgar Parin D'Aulaire, *Lief the Lucky* ('41); Neil Grant, *Eric the Red* ('97)

Peter Chrisp, *Vikings* ('98)

Marco Polo. This marvelous exploit explains the attraction of the East for the West and the political and geographical obstacles to getting there that were present to the minds of nations that sent explorers by sea to the west.

Demi, *The Adventures of Marco Polo* ('82)—very simple

Lily Toy Hong, *The Empress and the Silkworm* ('95)—simple

Gian Paolo Ceserani, *Marco Polo* ('82)

Columbus. Columbus' voyage is among the first of those explorations that are outgrowths of European "reawakening," a curiosity about the world and the desire for wealth and trade goods. An interesting narrative that provides a lot of details about the historical context of this exploration and about conditions of the voyage—much of which can be told—is: Charlotte and David Yue, *Christopher Columbus, How He Did It* ('92).

In Peter Chrisp, *Voyages to the New World* ('93)—the story from Marco Polo through Balboa to Magellan

Connie and Peter Roop, *I, Columbus* (edited log); or *The Log of Christopher Columbus' First Voyage to America: in the Year 1492, As Copied Out in Brief by Bartholomew Las Casas,* ('89)

Ingri and Edgar Parin D'Aulaire, *Columbus,* if it does not repeat grade 1 reading

Oliver Postgate and Naomi Linnell, *Columbus, The Triumph and Failure* ('92)

Cabots, Amerigo Vespucci, Ponce de Leon, Balboa. Further exploration leads to realization that this is a new continent, to searches for a way through it to Indies, and to English and French claims in North America. (Teacher resource: Jacqueline Morley and David Antram, *Exploring North America* ('96)

in Peter Chrisp, *Voyages to the New World* ('93); Chrisp, *Search for the Northern Route* ('93)—only Cabot, who also makes an appearance in Lauber, *Who Discovered America,* above

The Spanish Conquistadors. Cortés, Pizzaro.

in Peter Chrisp, *Spanish Conquests in the New World* ('93); if available, Ramon Coffman and Nathan Goodman, *Famous Explorers for Young People* ('63)—Balboa, Cortés, Coronado (and Champlain, see below)

B. European exploration (continued)

Coronado. Searching for gold in the Southwest (results in introduction of horse in North America to Native Americans).

Dan Zadra, *We the People: Coronado, Explorer of the Southwest* ('88)

Magellan. The exciting story of proving the world round. The expedition returned (without Magellan) to Europe after more than three years.

In Peter Chrisp, *Voyages to the New World* ('93)

Ruth Harvey, *Ferdinand Magellan* ('79) or Walter Granberg, *Let's Go Exploring with Magellan* ('65) or Isaac Asimov, *Magellan* ('91)

Hudson. Searching for a Northwest Passage—Dutch claims.

Isaac Asimov and Elizabeth Kaplan, *Henry Hudson, Arctic Explorer and North American Adventurer* ('91) or Ruth Harvey, *Henry Hudson* ('79)

Cartier and Champlain. Searching for a Northwest Passage through the continent and establishing French claims in the interior. La Salle (Joliet, Marquette) and the Mississippi—French claims to the Louisiana territory. (Teacher resource: Jacqueline Morley and David Antram, *Exploring North America* ('96); Esther Averill, *Cartier* ('56)

Peter Chrisp, *Search for the Northern Route* ('93)—Cartier (includes Dutch exploration and Jamestown settlement)

C. Living in the New World

Fishermen, traders, treasure seekers, and explorers from several nations send news of the New World back to Europe. If available, another fine Louise Rich account, *The First Book of Early Settlers* ('59), includes Jamestown and Dutch settlement.

Roanoke and **Jamestown.** Who were these settlers and why did they come? Here were fortune seekers, and seekers of less materially restricted, freer lives.

Elizabeth Campbell, *Carving on the Tree* ('68)—though Roanoke did not survive, its story is too interesting to miss

Elizabeth Campbell, *Jamestown, The Beginning* ('74)—fine but challenging and long (also speaks briefly of Roanoke); Chrisp, *Search for the Northern Route*

Charles Graves, *John Smith* ('91)

if available, Johanna Johnston, "Powhatan and the Settlers at Jamestown," in *The Indians and the Strangers* ('72)

the Pocahontas legend (not in above works)

C. Living in the New World (continued)

Plymouth and the Pilgrims. The most important thing about the Pilgrims, beyond the fact of their arrival, is who they were and what they were doing in America. They had given up on England; America was not only a refuge but would be a homeland for the Puritan vision of a good life.

Norman Richards, *The Story of the Mayflower Compact* ('67); Marsha Sewall, *The Pilgrims of Plimoth* ('86); Cheryl Harness, *Three Young Pilgrims* ('92); Gary Bowen, *Stranded at Plimoth Plantation* ('94)

Brooks Smith, ed., *The Coming of the Pilgrims* ('64)—from Bradford's Journal

If available, Johanna Johnston, "Massasoit and the Pilgrims," in *The Indians and the Strangers* ('72). Johnston's simple accounts treat both colonists and American Indians respectfully and show how conflict between their utterly different worlds was almost inevitable—these accounts also suggest the distinction between the Pilgrims' search for freedom to practice their religion and a later colonial understanding of religious freedom which requires toleration.

Marcia Sewall, *People of the Breaking Day* ('90)

GRADE 3
United States history to about 1865 with thematic extensions through 19th and 20th centuries

INTRODUCTION. The grade 3 model scope consists of several parts. **Sections A** and **B** deal with the colonization of North America, colonial life, and the Revolution made by the united colonies toward the end of the 18th century. On these enduring foundations, readings at **Sections C** through **E** introduce large developments and defining events in American life through the 19th and into the 20th centuries. **Section C** touches the Louisiana Purchase and the resulting westward movement; **Section D,** the rapid expansion of slavery and its final destruction, partly framed in the career of Abraham Lincoln, and its aftermath, brought up to date in the story of the civil rights movement of just yesterday; and **Section E,** the linked waves of immigration and rapid industrialization, also given brief extensions to the present. For planning grade 3 reading, and for background, Joy Hakim's *A History of US* is a ready consultant.

Set geography requirements emphasizing North American topography in more detail (political geography) and locating sites on globe and maps. Good maps from various sources could be copied, freehand, or traced by students—the hand learns some things better than the eye—compiled, and illustrated/annotated to produce their own atlases for this grade and for grade 4.

Note: In the listing, the centrality of topics—determined roughly by historical significance and accessibility at a particular grade—is indicated by the kind of type: **bold**, <u>underline,</u> plain.

A. Colonization

Readings reveal the several motives that brought the colonists to America. Those with religious motives were seeking not just a refuge but an opportunity to found new communities according to religious precepts free of the corruptions, as they believed, of the English Church and state. Others were seeking opportunities for less materially restricted and freer lives. Others were fortune seekers, of better or worse character. Of course, some who came early came involuntarily, enslaved in Africa and transported to a new slavery in the colonies. Readings also tell how the growing colonies were shaped by the similar experiences of starting new lives for themselves in a new land wrested both from nature and from its original inhabitants. Interested teachers might look at Clifford Alderman, *The Story of the Thirteen* ('66). If readings for individual colonies are generally not available, begin with Massachusetts and Rhode Island then skip to colonial life, trying there to identify or maintain some distinctions among colonies.

A. Colonization (continued)

Plymouth—continued from grade 2, **Massachusetts and New England.** (Collaboration with grade 2 will insure different readings.)

Connie and Peter Roop, *Pilgrim Voices* ('93); Mayflower Compact if not done in grade 2, or review:

Homes in the Wilderness, Linnett Books ('88)—from the Journal of Bradford and others

Marion Starkey, *The Tall Man From Boston* ('75)—story of the witch trials

The founding of Rhode Island, occasioned by early religious disputes. A good biography for teachers: W.J. Jacobs, *Roger Williams* ('75).

Biographical sketches of Roger Williams and Anne Hutchinson in "Roger Williams," in *Cobblestone* (September '98)

Avi, *Finding Providence* ('97)—simple reader (Anne Hutchinson does not appear)

Briefly treat early New England Indian Wars. For their own background reading, teachers may draw on Richard Morris, *First Book of Indian Wars* ('59)—it shows attempts on both sides to come to terms and shows brutality on both sides, as clashing, incompatible aims brought out worst in peoples worlds apart.

"King Philip," in Johanna Johnston, *Indians and Strangers* ('72)

R.F. Bosworth, *I Am Nehoiden* ('80)—Needham Historical Society (781-455-8860)

Jamestown, Virginia. Recapitulate, but collaborate with grade 2 to insure different readings. Note House of Burgesses, a step in self government, and, at about the same time, the introduction of slavery. Teachers looking for a brief history of Jamestown will find it in Burke Davis, *Getting to Know Jamestown* ('71).

Elizabeth A. Campbell, *Jamestown, The Beginning* ('74)—read if not done in second grade
Gail Sakurai, *The Jamestown Colony* ('97)

if available, Edith Meadowcroft, *Land of the Free* ('61)—chapter 2

"Jamestown," in *Cobblestone* (April '94)

New Amsterdam-New York. A commercial growth with increasingly cosmopolitan flavor and free coming and going for everyone.

Robert Quackenbush, *Old Silverlegs Takes Over, A Story of Peter Stuyvesant* ('86)—from Hudson to the English takeover

if available, Edith Meadowcroft, *Land of the Free* ('61)—chapter 4

Susan and John Lee, *New York* ('75)—colonial section, Dutch of New Amsterdam and English of New York

Eva Deutsch Costabel, *The Jews of New Amsterdam* ('88)

A. Colonization (continued)

Pennsylvania. Settled by another separatist group, like the Pilgrims and Puritans. But the Quaker experience of persecution had persuaded them of the principle of free conscience for their colony. Note Indian relations.

Read a William Penn biography: if available, Ronald Syme, *William Penn, Founder of Pennsylvania* ('66) or "William Penn's 'Holy Experiment' " in Dennis Fradin, *The Pennsylvania Colony* ('88)—chapter 4; or the first section in Genevieve Foster, *The World of William Penn* ('73); or "To Freedom's Shore," in May NcNeer, *Give Me Freedom* ('64)

South Carolina. Opportunities offered by planting and commerce; the growth of slavery in the South and the division of races (racism) to justify slavery—at a time when other forces of colonization were leading to ideas of freedom.

Edith Meadowcroft, *Land of the Free* ('61)—chapter 5

Susan and John Lee, *Charleston,* ('75)—chapters 1-2 or 3

Susan and John Lee, *Eliza Pinckney* ('77)—indigo planting

selections from Virginia Hamilton, *Many Thousand Gone, African Americans from Slavery to Freedom* ('93)

A sidelight: If there is time and inclination, read about pirates—this will link later with "Old Ironsides."

A. B. C. Whipple, *Famous Pirates of the New World* ('58); Frank Stockton, *Buccaneers and Pirates of Our Coasts* (1898, reissued); "Pirates," in *Cobblestone* (June '93)

Colonial Life. Teacher resource: Carter Smith, *The Arts and Sciences in Colonial America* ('91).

Barbara Brenner, *If You Were There in 1776* ('94)—selected sections e.g., Farmers, Planters, Frontier, Play, Indians, Enslaved People, Religion, Arts and Crafts, and especially, Cities: **Boston, Newport, New York, Philadelphia, Baltimore, Charlestown. Learn the 13 colonies.**

Sarah Howarth, *Colonial People* ('94)—selections, e.g., the Newcomer, Governor, Goodwife, Puritan, Slave, Fur Trader; *Colonial Places* ('94)—e.g., Governor's House, Cornfield, Meeting House, Tobacco Field, Hunting Ground, the Street, Church, College, Fort, Harbor, Old World

Ben Franklin (biography)— the longer biographies could be read in English language arts: Ingri and Edgar Parin D'Aulaire, *Benjamin Franklin* ('50); Robert Quackenbush, *Ben Franklin and His Friends* ('91)—includes Poor Richard's Almanack selections or see them in Ravitch, *The American Reader*; Jean Fritz, *What's the Big Idea, Ben Franklin?* ('96); Esther Averill, *Benjamin Franklin* ('45)

A. Colonization (continued)

Exploring the Wilderness. A Daniel Boone biography: William Sanford and Carl Green, *Daniel Boone* ('97)—condense; Esther Averill, *Daniel Boone* ('56)—a classic; "Daniel Boone," in *Cobblestone* (June '88);

"Chief Logan's Lament," in Ravitch, *The American Reader*

Carol Carrick, *Whaling Days* ('93)

B. Revolution

The Revolution can be thought of as falling into three stages. First, the growing spirit of liberty in the colonies that was sharpened and focused by disputes with the mother country in the few years before the War. Second, English actions and American reactions that led directly to the Declaration of Independence. Finally, the War that decided the issue. Notable in the last is the English strategy to cut apart New England and Virginia, the crucibles of revolution; the character of the Commander-
in-Chief, George Washington; and campaigns such as crossing the Delaware, the Valley Forge winter, and the surrender at Yorktown. The readings for students touch on all three stages. Teachers may wish to draw on Bruce Bliven, *The American Revolution* ('58 and paperback reissue), Richard Morris, *First Book of American Revolution* ('56); *Jim Murphy, A Young Patriot: The American Revolution as experienced by One Boy* ('96).

For introductions which cover early events generally:

> Jean Fritz, *Why Don't You Get a Horse, Sam Adams?* ('74); Cheryl Harness, *Young John Quincy* ('94); F. N. Monjo, *King George's Head Is Made of Lead* ('74); Lucille Penner, *The Liberty Tree, The Beginning of the American Revolution* ('98)

Revolutionary events and thinking:

> R. Conrad Stein, *Boston Tea Party* ('84) or Steven Kroll, The Boston Tea Party ('98)
>
> R. Conrad Stein, *Lexington and Concord* ('83)
>
> Henry Wadsworth Longfellow, "Paul Revere's Ride" and Ralph Waldo Emerson, "Concord Hymn"
>
> James Cross Giblin, *Fireworks, Picnics, and Flags* ('83)—the story of the Declaration of Independence and its meaning starts in the paragraph preceding the chapter of that name
>
> *Declaration of Independence*. First two paragraphs and last sentence.
> (Teachers note that these ideas are directly related to work of English political thought written by John Locke 100 years previously; Jefferson was not aiming at originality but at a noble and persuasive expression of what most Americans had come to believe.)

The War:

> R. Conrad Stein, *Valley Forge* ('85 and '94)—the character of George Washington; or Enid Meadowcroft, Land of the Free ('61)—Valley Forge; or James Knight, *Winter at Valley Forge* ('82)
>
> F.N. Monjo, *Poor Richard in France* ('73)—French assistance to the Revolution; includes John Paul Jones and ships

B. Revolution (continued)

The Constitution and a new country. Teachers can read the text of Peter Spier, We the People: The Constitution of the U.S. ('87).

Elizabeth Levy, *If You Were There When They Signed the Constitution* ('87 and '92)—excellent account of Constitutional provisions for limited government; Betsy and Guilio Maestro, *A More Perfect Union* ('87); Jean Fritz, *Shh! We're Writing the Constitution* ('87);

William Wise, American Freedom and The Bill of Rights ('75); or Warren Colman, *The Bill of Rights* ('87)—simple (refers to Magna Carta)

War of 1812.

Norman Richards, *The Story of Old Ironsides* ('67)

R. Conrad Stein, *Story of the Barbary Pirates* ('82): fighting pirates (pirates preying on trade no longer protected by England); fighting England again—England was fighting Napoleon and subjecting American sailors to impressment; during this war, the Star Spangled Banner was written and Dolley Madison saved documents and art from the burning White House—that story in Bennett, *The Book of Virtues*

Steven Kroll, *Story of the Star Spangled Banner, By the Dawn's Early Light* ('94)

C. Going West—transportation and practical inventions

The Louisiana Purchase and the **Lewis and Clark Expedition**. Teachers may want to look at Rhoda Blumberg, *The Incredible Journey of Lewis and Clark* ('87).

Elizabeth Rider Montgomery, *Lewis and Clark* ('66) or R. Conrad Stein, Lewis and Clark ('97) or Steven Kroll, *Lewis and Clark, Explorers of the American West* ('94): choose one of these books and combine with selections from

Peter and Connie Roop, *Off the Map* ('93)—journals of Lewis and Clark

Westward.

Glen Rounds, The Prairie Schooners ('68)—Oregon Trail, or R. Conrad Stein, T*he Oregon Trail ('94)*

Amelia Knight, *The Way West: Journal of A Pioneer Woman* ('86)

Holling C. Holling, *Tree in the Trail* ('42)—history scenes throughout life of the tree (Indian life to time of Santa Fe Trail)

nice for English language arts: Laree Caughey, *The Wilderness is a Book* ('66)

Cotton gin, early steam engines/boats (Fulton), rail, canals (choose something).

Cheryl Harness, *The Amazing, Impossible Erie Canal* ('95) or Peter Spier, *The Erie Canal* ('88)

F. N. Monjo, *Willie Jasper's Golden Eagle* ('76)—steamboats

read in science: Robert Quackenbush, *Watt Got You Started, Mr. Fulton?* ('82)

The Spanish in California, the gold rush, the transcontinental railroad (choose something).

Jan Gleiter and Kathleen Thompson, *Junípero Serra* ('89)

Conrad Stein, *The California Gold Rush* ('81 and '95) or Stephen Krensky, *Striking it Rich* ('96)—a reader, but good detail

Cheryl Harness, *They're Off, The Story of the Pony Express* ('96), or Stephen Kroll, *Pony Express* ('96)—both include Marconi's wireless

Mary Ann Fraser, *Ten Mile Day and the Building of the Transcontinental Railroad* ('93)

The Destruction of Indian life.

Russell Freedman, *Buffalo Hunt* ('88)—teachers may want to tell some of this and read the last chapter on the destruction of buffalo as the destruction of the Indians' way of life;

"Buffalo," in *Cobblestone* (August '81)

Alex Bealer, *Only the Names Remain* ('72)—good narrative that covers lots of American history, but may be too much for third graders; some could be told and the last chapter read

Johanna Johnston, *The Indians and the Strangers* ('72) tells the story, through biographical sketches, of the American Indian being pushed off the land

D. Slavery and Civil War

Slavery and Civil War; civil rights: The statesmen of the Founding generation had tried to contain slavery. They hoped that, over time, democratic national majorities would freely and peacefully set slavery on the course of ultimate extinction. The nineteenth century reinvigoration of slavery in the "Cotton Kingdom," and slavery's extension into new territories put a final end to any such hopes while forcing the issue of slavery to the forefront of American politics. Abraham Lincoln insisted that the South's "peculiar institution" could no longer be let alone; constitutional democracy—free self-government based on majority rule with protections for rights—was itself on trial as mankind's "last best hope." The time had come for constitutional democracy to move, by political choice, toward the principle of right expressed in the Declaration of Independence and the promise of equal liberty for all. Slavery was, finally, extinguished, in the most terrible war yet fought. But its evil legacy gave way only slowly. Readings for third grade study follow Lincoln's summing of these great issues and events in a very simple way, through personal account, biography, and examination of some momentous words. Teachers can prepare by careful reading of these same books against the background provided in, say, *War, Terrible War*, book six of Hakim's *A History of US*.

Virginia Hamilton, *Many Thousand Gone, African-Americans from Slavery to Freedom* ('93)—a few more selections will tell the story of slavery through the Civil War—include Tubman and Douglass

Michael McCurdy, *Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words* ('94)—selections; good readers can finish this for themselves; or David Adler, *Frederick Douglass* ('93)

Lincoln biography: such as D'Aulaire if not read in first grade or read again; F.N. Monjo, *Me and Willie and Pa* ('73)

Michael McCurdy and Garry Wills, *The Gettysburg Address* ('95)

Brendan January, *The Emancipation Proclamation* ('97)—tells Lincoln's dilemma well (teachers may want to tell parts)

Zachary Kent, *The Story of the Surrender at Appomattox Court House* ('87)

Consequences of war and the Thirteenth Amendment for African Americans. Teachers may want to review the history of civil rights from the war through the 20th century in Jim Haskins, *The Day Martin Luther King Jr., Was Shot* ('92) and tell some of it. Or, "Peace and After," in Milton Meltzer, *Voices from the Civil War* ('89).

Patricia and Fredrick McKissack, *Booker T. Washington* ('92) or Thomas Amper, *Booker T. Washington* ('98)—very simple

Langston Hughes—selected poems referring to discrimination suffered

Read in music: Jim Haskins, *Amazing Grace, The Story Behind the Song* ('92)

Rosemary Bray, *Martin Luther King* ('95) or David Adler, *Martin Luther King, Jr., Free at Last* ('86)—both are biography and civil rights story in a single account

D. Civil Rights

Martin Luther King, Jr., "I Have a Dream" in Cohn, *From Sea to Shining Sea* or Bennett, *Book of Virtues*

Richard Kelso, *Walking for Freedom: The Montgomery Bus Boycott* ('93), or R. Conrad Stein, *The Montgomery Bus Boycott* ('86 and '93)

Women's Rights.

Robert Burleigh, *Who Said That?: Famous Americans Speak* ('97). Many American themes run through this, but the extension of civil rights to women can be told by reading selections by Abigail Adams, Louisa May Alcott, Sojourner Truth, Harriet Tubman, Susan B. Anthony and Elizabeth C. Stanton. Then read the 19th Amendment.

R. Conrad Stein, *The Story of the Nineteenth Amendment* ('82), or Rhoda Blumberg, *Bloomers!* ('93)—very simple

A biographical sketch of Elizabeth Cady Stanton appears in May McNeer, *Give Me Freedom* ('64)

E. Industrialization and immigration

Industrialization. Teachers may want to read, for example, Christopher Simonds, *Samuel Slater's Mill and the Industrial Revolution* ('90), and tell some of the significant connections made there among Constitutional patent provisions that protect "infant industries," Eli Whitney and cotton, transportation, steam. Or, L. E. Fisher, *The Factories* ('79), which similarly links important historical developments in its story of the growth of factories and the lives of those who worked in them. Then narrow the focus to the Lowell Mills: contact Lowell Heritage State Park (978-453-0592) or other local mill museums for possible readings and materials.

Immigration.

Russell Freedman, *Immigration* ('80); Martin W. Sandler, *Immigrants* ('95)—nicely linked with work provided by industrialization, with pioneers, and includes immigration statistics

William Jacobs, *Ellis Island* ('90) or Leonard Everett Fisher, *Ellis Island* ('86)

Eleanor Coerr, *Lady With a Torch* ('86)

Veronica Lawlor, *I Was Dreaming to Come to America, Memories from the Ellis Island Oral History Project* ('95)

Conclusion

Review/extend through some biographical sketches of presidents:

Alice Provensen, *The Buck Stops Here* ('90)—verses on presidencies through Bush

George Washington's "Rules of Civility," in Bennett, *The Book of Virtues*

Susan and John Lee, *Sam and John Adams* ('74)—presidency of John Adams

Robert Quackenbush, *Who Let Muddy Boots into the White House?* ('86)—Andrew Jackson

Cheryl Harness, *Young Teddy Roosevelt* ('98)

GRADE 4
World History:
Early Civilizations, Ancient, and Medieval Civilizations

INTRODUCTION. More topics are set out in the grade 4 sample scope than perhaps would be wise to attempt. Schools should plan to make choices, suggested in the scope and sequence outline, or at least decide where to place emphases and where to narrow to a bare bones treatment. If a minimum of three to four readings cannot be planned for a civilization or unit, it would be better to omit the topic than skim too lightly. Teachers can consult Robert T. and Helen Howe, *Ancient and Medieval Worlds* for background and planning of reading (see Resource Bibliography). A good atlas for grades 3-4 is *Using and Understanding Maps: The Physical World* (New York: Chelsea House,'93).

Other general resources are John Briquebec, *The Ancient World: From the Earliest Civilizations to the Roman Empire* ('90)—an historical atlas; Hazel Mary Martell, *The Kingfisher Book of the Ancient World: From the Ice Age to the Fall of Rome* ('95); Ron Taylor, *Journey Through Inventions* ('91); Shirley Glubok, *Art and Archaeology* ('66)—of Mesopotamia, Egypt, Greece and Rome.

If the topic of early man was generally omitted in grade 1 (Versions 2 and 3), interested teachers might take a brief look here at how early man made the transition from hunting, gathering, erratic planting, and settlement to the domestication of animals, agricultural surplus, trade, and the division of labor, factors that supported leisure and engagement in the arts, science, ethics, and law. (See the resources noted at Version 2 of grade 1, page 27.) For fourth grade students:

Stones and Bones! How Archaeologists Trace Human Origin ('94)—chapters 4–6

Note: In the listing, the centrality of topics—determined roughly by historical significance and accessibility at a particular grade—is indicated by the kind of type: **bold**, <u>underline</u>, plain.

A. Early Civilizations

Each civilization study begins with the tales, legends, or myths that are, in themselves, gifts from the ancient world. Reading them leavens the brief and more prosaic telling of some other aspects of that civilization's history. *English language arts should contribute some time if possible for literature readings.* In the history portion of study, to repeat an earlier caution, study should not get lost in the overly mundane, encyclopedic approach that overtakes many currently available books. These are usually of the "how they lived" genre, though some "how they lived" accounts are lively enough be read as narrative.

An introduction to first civilizations:

Jack Knowlton, *Books and Libraries* ('91)—a history of writing and books—touches early man, Mesopotamia, Egypt, China, Greece and Rome, medieval Europe, (the United States) and alerts students to important aspects they will study about civilizations

A. Early Civilizations

Peoples of **Mesopotamia**. Teachers may draw on: Jean-Michel Coblenz, in The Human Story, *The Earliest Cities* ('85); Charles A. Robinson, *The First Book of Ancient Mesopotamia and Persia* ('62); Walter Fairservis, *Mesopotamia* ('64); Leonard Cottrell, *Land of the Two Rivers* ('62).

Literature

Ludmila Zeman, *Gilgamish the King* ('92), *The Revenge of Ishtar* ('93), and *Last Quest of Gilgamesh* ('95); these simple retellings can be supplemented with Rober Ingpen and Barbara Hayes, *Folk Tales and Fables of the Middle East and Africa* ('94); read about the Ishtar citadel in Reg Cox and Neil Morris, *The Seven Wonders of the History World* ('95)

History

Elaine Landau, *The Sumerians* ('97)—all, or selections such as writing and education, ziggurats, law; *The Babylonians* ('97)—all or selections such as Hammurabi's Code, Babel, Hanging Gardens; teachers may want to look at a third book in this series (Cradle of Civilization), *The Assyrians* ('97)

Arthur Gregor, *How the World's First Cities Began* ('67)—chapters 3–4, 9–11

Marie Neurath, *They Lived Like This in Ancient Mesopotamia* ('64)—very simple if available

Carol Moss, *Science in Ancient Mesopotamia* ('88 and '98)—the '98 edition is simpler and most could be read; or selections from the '88 edition, but the story of the zero needs to be extended beyond Mesopotamia

"Mesopotamia," in *Calliope* (September/October '93)

Egypt. Teachers may draw on: Elsa Marston, *Tales of Ancient Egyptians* ('72); Roger L. Green, *Ancient Egypt* ('73) and *Tales of Ancient Egypt* ('72); Charles A. Robinson, *The First Book of Ancient Egypt* revised by Lorna Greenberg ('84); Elizabeth Payne, *The Pharaohs of Ancient Egypt* ('81); Steven Bianchi, *The Nubians, People of the Ancient Nile* ('94)

Literature

Charles Mozley, *Tales of Ancient Egypt* ('60)

Robert Ingpen and Barbara Hayes, "The Battles of Horus," in *Folk Tales and Fables of the Middle East and Africa* ('94)

A. Early Civilizations (continued)

History

Roger Coote, *The Egyptians*, ('93)—selected aspects: e.g., work, trade, leisure, government and religion, rulers and people, war

Daniel Cohen, *Ancient Egypt* ('90)—read selectively

Anne Millard, *Pyramids* ('96)—much can be read as narrative, without sidebars

Geraldine Woods, *Science in Ancient Egypt* ('88 and '98)—selections: e.g., mathematics, astronomy, pyramids, medicine, but start with "Debt to the Nile")

Aliki, *Mummies Made in Egypt* ('79 and '85), or Joyce Milton, *Secrets of Mummies* ('84)

India. Teachers may draw on: Kathryn Hinds, *India's Gupta Dynasty* ('96)—Hindu, Buddhist beliefs; good if available, *India* by Walter Fairservis ('61); Madhu Bazaz Wangu, *Hindusim* ('91) and *Buddhism* ('93)—chapter 2 in both books.

Literature

Brian Thompson, *Story of Prince Rama* ('85); Madhur Jaffrey, *Seasons of Splendour: Tales, Myths, and Legends from India* ('85)

Demi, *Buddha* ('96) and *Buddha Stories* ('97)—Preface, too; Nancy DeRoin, *Jakata Tales: Fables from the Buddha* ('75)

History

"Mohenjo-Daro," in Philip Wilkinson and Michael Pollard, *The Magical East* ('94)

"Hinduism," in *Calliope* (March/April '93)

"Buddhism," in *Calliope* (March/April '95)

China. Teachers may draw on: Heather Miller, *China's Tang Dynasty* ('96)—Confucian, Buddhist beliefs; Thomas and Dorothy Hoobler, *Confucianism,* ('93)—chapter 2.

Literature

M. Jagendorf and Virginia Weng, *The Magic Boat and Other Chinese Folk Stories* ('80); Tao Tao Liu Saunders, *Dragons, Gods and Spirits from Chinese Mythology* ('83); Lawrence Yep, *Tongues of Jade* ('91) and *The Rainbow People* ('91); Demi, *A Chinese Zoo* ('87)—ancient fables and proverbs

A. Early Civilizations (continued)

History

Julia Waterlow, *Ancient Chinese* ('95)

Theodore Rowland-Entwistle, *Confucius and Ancient China* ('87)—read about Confucius and selections from remainder

"China's First Emperor, Shi-Huangdi," in *Calliope* (October '97); (the emperor is also known as Shih Huang-ti, etc.); Leonard Everett Fisher, *The Great Wall of China* ('86) or "The Great Wall," in Philip Wilkinson and Michael Pollard, *The Magical East* ('94) or Elizabeth Mann, *The Great Wall* ('97)

Selections from George Beshore, *Science in Ancient China* ('88)—e.g., gunpowder, printing, astronomy, math, medicine

Extension. Mongol conquest and rule of China, during which time Marco Polo traveled

Demi, *Chengis Khan* ('91)

Fiona Macdonald, *Marco Polo, Journey Through China* ('97 and '98)—a narrative that includes very interesting sidebars; if possible, first read John Major, *The Silk Route, 7000 Miles of History* ('95)

Ancient Israel. Teachers may draw on Charles A. Robinson, *First Book of Bible Lands* ('62); Roger L. Green, *The Tale of Ancient Israel* ('69)—stories from Hebrew Bible/Old Testament; Martha Morrison and Stephen Brown, *Judaism* ('91)—chapter 2.

Literature

Selected Bible stories (e.g., Joseph, Moses, Ruth, David, Solomon, Daniel, and Esther)—many good editions, e.g., José Patterson, *Stories of the Jewish People* ('91); Geraldine McCaughreah, *God's People: Stories from the Old Testament* ('97)

History

Leonard Everett Fisher, *The Wailing Wall* ('89)

"Introduction," in Howard Schwartz, *Next Year in Jerusalem, 3000 Years of Jewish Stories* ('96)

Helen Jones, *Enchantment of the World: Israel* ('86)—chapter 1

Karla Kuskin, *Jerusalem, Shining Still* ('87) or Neil Waldman, *The Golden City* ('95)

"Judaism," in *Calliope* (March /April '92)

Conclusion to Early Civilizations. Recapitulation: read about monuments

Kenneth McLeish, *The Seven Wonders of the World* ('85)

B and C. Ancient Greece and Rome

An emphasis on ancient Greek studies, especially, best realizes for elementary students an introduction to Western civilization, linked to America through glimpses of Renaissance and Reformation Europe preceding European expansion to the New World.

In the first section, Greek myths offer instruction of different kinds. They have become, through allusion, part of our language and literature. Knowledge of them will instantly enhance understanding of our own language. Perhaps more important, these wonderful stories of striving and folly and of the puzzle of fortune directly affect our imaginative understanding of the noble and base in human affairs.

Turning to the historical Greeks, their simple way of life—and the practice of slavery, common in the ancient world—afforded them leisure for a very broad and developed public life. The ancient Greeks tried most of the forms of governing since found in the West, and their history of devotion to liberty remains part of our own political tradition. Some important part of all this can be suggested to elementary students through reading about how the Greeks saved their liberty from Persian domination and touching on how the Greeks used their liberty in the rebuilding of Athens.

The Romans conquered and built an empire across Europe, ruled by one law, and made it possible to speak ever after of the West, to which they passed on much from the Greeks as well as the Judeo-Christian faiths.

Keep up with regional geography study: the Mediterranean world and basic (current) European geography. As suggested for grade 3, each student might compile an annotated atlas in conjunction with the history reading. English language arts must assume some responsibility for literature, especially for Greek myths and hero tales, where the line between literature and history is erased, and time constraints for the grade 4 scope are severe.

B. Ancient Greece

Greek Gods and Heroes. The myths tell us what the early Greeks were like in important respects. In the stories of the gods and heroes as humans writ very large, we see what the Greeks admired and scorned. We see a people independent and courageous in the face of enemies and fortune, energetic and curious, and thoughtful about what is accessible to reason and about how man should live. Try to read two versions, at least one of those in English language arts. (Prepare pronunciation of names from, e.g., John Zimmerman, *Dictionary of Classical Mythology,* '64; this or another dictionary is also useful for keeping characters straight.)

Nathaniel Hawthorne's adaptation, *Tanglewood Tales / Wonder Book* (could be done in third grade English language arts—focus on the myths and omit the "Introductory" and "After the Story" sections)

Olivia Coolidge, *Greek Myths* ('49—in print)

Roger L. Green, *Heroes of Greece and Troy* ('61)—Troy, under *Iliad*, below

Padraic Colum, *The Golden Fleece and the Heroes Who Lived before Achilles* (1921, reissued)—one of the best renderings, but may be too difficult

Homer: the Iliad and the Odyssey. (Help! **English language arts**)

Again, Padraic Colum, *The Children's Homer* (1918, reissued) is fine, but if too difficult for grade 4, other good versions are available from: Olivia Coolidge, Clifton Fadiman, Alfred Church, Barbara Leonie Picard, and others

Greek Myths in History—archaeological evidence. Reading a little about archaeology shows the myths and tales possess historical dimensions, though there may be little or no time for this topic. In *Golden Days of Greece* (below), chapter II, Olivia Coolidge speaks about the relation of myths to what archaeologists and historians have found. Teachers interested in the topic can look for Charles A. Robinson's *First Book of Ancient Crete and Mycenae* ('64), Leonard Cottrell's *Crete, Island of Mystery* ('65). For students:

George Seldon, *Henrich Schliemann* ('64)

B. Ancient Greece (continued)

The Ancient Greeks. To introduce the non-mythological ancient Greeks, Olivia Coolidge, *Golden Days of Greece*, is especially good and still in print but is long. However, it covers virtually all the subtopics under this head and more, and three or four chapters could be omitted. It could be used as a basic text, sufficient with some complementary reading. Otherwise, compose the unit as elsewhere. Teachers may want to draw on Charles A. Robinson, revised by Lorna Greenberg, *Ancient Greece, A First Book* ('84). For their own interest, teachers can browse through Greek civilization in Alexander and Nicholas Humez, *Alpha to Omega: The Life and Times of the Greek Alphabet* ('81), which explains the historical significance of the Greek alphabet.

Olivia Coolidge, *Golden Days of Greece* ('68)—include the Introduction, what to look for in history, chapters I–IV

Mary Chubb and Jill Wyatt, *An Alphabet of Ancient Greece—Early Days* ('67)—interesting narrative presentation of basic facts; or Sophia Beyer and Winfred Lubell, *Gifts from the Greeks, Alpha to Omega* ('70); or Sophia Fenton, *Greeks, a Book to Begin on* ('69); all may be unavailable

Daniel Cohen, *Ancient Greece* ('90)

The Persian Wars (Marathon, Thermopylae, and Salamis). Teachers may want to look at another very interesting fuller account, with a focus on the Persian Wars: Mary Renault, *The Lion in the Gateway* ('64); also Glanville Downey, *Stories from Herodotus* ('65).

Olivia Coolidge, chapters VI–VII

Mary Renault, *The Lion in the Gateway*, chapters 1–2—origins of the wars, and the marathon; or "Marathon" in F. Reinfeld, *The Real Book about Famous Battles* ('61), or R. Silverberg, *15 Battles that Changed the World* ('63)

Leonard Cottrell, *Great Leaders of Greece and Rome* ('66)—Leonidas (Thermopylae), and Themistocles (Salamis)

Aeschylus, "The Story of the Persians" (Salamis), in Alfred Church, *Stories from the Greek Tragedies* ('79)

The Rebuilding of Athens (and beyond). Teachers may wish to draw on Charles Robinson, *Athenian Age of Pericles* ('59).

Olivia Coolidge, chapters VIII-XII

Religion/Arts

Anne Rockwell, *Temple on a Hill* ('69)—selections

B. Ancient Greece (continued)

Civics

Leonard Cottrell, *Great Leaders of Greece and Rome* ('66)—Pericles;

"The Athenian Oath," in Bennett, *The Book of Virtues* ('93)

A sidelight: Look at modern statesmen and tyrants of the 20th century with biographical sketches of statesmen: Churchill, simple sketch in Jean Marzollo, *My First Book of Biographies* ('94) or Rupert Matthews, *Winston Churchill* ('89); biographical sketches of tyrants: Stalin or Hitler, in G.C. Skipper, *The Death of Hitler* ('80). Teachers who wish to do more recent history may want to carry the theme of defending freedom into the 20th and at the conclusion of the year read Ken Hills, *Wars that Changed the World, World War I* ('88) and *World War II* ('88).

Science

Selections from Kathlyn Gay, *Science in Ancient Greece* ('88 and '98)—geography and medicine (Hippocrates)

Katherine Lasky, *The Librarian Who Measured the Earth* ('94)

read in science, Peter Lafferty, *Archimedes* ('91)

Alexander the Great, a conqueror of the ancient world, who spread Greek civilization through the known world

Coolidge, chapters XVI-XVII or Charles A. Robinson, revised by Lorna Greenberg, *Ancient Greece, A First Book* ('84); or the last page, on Alexander's legacy in Robert Green, *Alexander the Great* ('96)

fine but probably unavailable, Robert Suggs, *Alexander the Great, Scientist King* ('64)

C. Rome: myths of founding; the Republic; expansion and empire; the coming of Christianity

The study of Rome necessarily has a martial quality, a reminder that war has determined many of history's turnings. Teachers can draw on Charles A. Robinson, *First Book of Ancient Rome*, revised by Lorna Greenberg ('84); Kathryn Hinds, *The Ancient Romans* ('97); Olivia Coolidge, *Roman People* ('59)—types of Roman life imagined in narrative, and *Lives of Famous Romans* ('65)—modeled on Plutarch; Richard Suskind, *Swords, Spears, and Sandals: The Story of the Roman Legions* ('69); Alfred Duggan, *The Romans* ('64).

Alfred Church, *The Aeneid for Boys and Girls* ('62)—**English language arts**

Peter Chrisp, *The Romans* ('94); Peter Hicks, *The Romans* ('94); Roger Coote, *Roman Cities* ('90); Henry Pluckrose, *The Romans* ('82)—very simple; Richard Erdoes, *A Picture History of Rome* (ca. '65)—fine but probably unavailable

Jill Hughes, *Imperial Rome* ('85)

Leonard Cottrell, *Great Leaders of Greece and Rome* ('66)—introduction and Scipio, Caesar, maybe Agricola

"Horatius at the Bridge," in Bennett, *The Book of Virtues* ('93)

Sarah Howarth, *Roman People* ('95)—e.g., Citizen, Emperor, Surveyor, Tax Collector, Centurion, Christian; *Roman Places* ('93)—selections

Jacqueline Harris, *Science in Ancient Rome* ('88 and '98), e.g., building, medicine, farming

(*Following* the study of Rome, students will get the jokes in *Asterix the Gaul*.)

The coming of Christianity.

The life of Jesus of Nazareth, parables, and New Testament Bible stories: e.g., Nancy Martin, *The Life of Jesus* ('86); Tomie de Paola, *The Parables of Jesus, Retold from the Bible* ('87); *The Miracles of Jesus, Retold from the Bible* ('87)

Irene C. Kleeberg, *Christianity, A First Book* ('76)—chapters 1-2, 4-6, through Middle Ages to introduce **Section D**, or Stephen Brown, *Christianity* ('91)—chapter 3, or "Christianity, Early" in *Calliope* (March/April '96)

D. The Middle Ages (Islam, Europe/England, kingdoms of Africa, Japan) and the Renaissance

To pull together some threads of world history at this point, teachers may want to look at John Briquebec, *The Ancient World: From The Earliest Civilizations to the Roman Empire* ('90)—barbarian invasions, empires around the world, and medieval Europe.

The early history and growth of Islam in the Arab Middle East. Teachers may draw upon Matthew S. Gordon, *Islam: World Religions* ('91)—chapter 2

Literature

Brian Alderson, *The Arabian Nights, or Tales Told by Scheherezade During a Thousand Nights and One Night* ('92)—**English language arts**; many other versions, e.g., Naomi Lewis ('87), Neil Philip ('94), and Andrew Lang

History

Moktefi Mokhtar, *The Arabs: In the Golden Age* ('92)—selections such as origins of Islam, learning, trade

George Beshore, *Science in the Early Islamic Culture* ('88)—introductory chapters and selections such as medicine and geography

"Islam," in *Calliope* (January/February '97)

Africa, the great trading kingdoms. Teachers may draw on Patricia and Frederick McKissack, *The Royal Kingdoms of Ghana, Mali, and Songhay, Life in Medieval Africa* ('94); Jim Haskins and Kathleen Benson, *African Beginnings* ('98); Joan Joseph, *Black African Empires* ('74)

Literature

Harold Courlander, *The Crest and the Hide and other African Stories of Heroes, Chiefs, Bards, Hunters, Sorcerers, and Common People* ('82) or *The King's Drum* ('62); Kathleen Arnott, *Tales of Temba* ('67)

History

David Wisniewski, *Sundiata: Lion King of Mali* ('92)—tell the history at the back; Roberta Logan, "Sundiata of Mali," in "Epic Heroes II," in *Calliope* (January/February '94)

Patricia and Fredrick McKissack, "Africa in 1492," in Fritz, Paterson, McKissack, *et al.*, *The World in 1492* ('92)—some can be read

Stuart Kallen, *The Lost Kingdoms of Africa: Black Africa before 1600* ('90)

Isimeme Ibazebo, *Exploration into Africa* ('94)

Martin Hintz, *Enchantment of the World, Ghana* ('87)—chapter 2

"Great Zimbabwe," in Philip Wilkinson and Michael Pollard, *The Magical East* ('94)

D. The Middle Ages (Islam, Europe/England, kingdoms of Africa, Japan) and the Renaissance (continued)

Feudal Japan. Teachers may draw on Stephen Turnbull, *Warlords of Japan* ('79); Michael Gibson, *The Samurai of Japan* ('69)

Robert San Souci, *The Samurai's Daughter* ('92)

in Doran Clare, *The Japanese* ('95)

in Mavis Pilbeam, *Japan, 5000BC-Today* ('88)

Rhoda Blumberg, *Commodore Perry in the Land of the Shogun* ('85)—chapter 7

Anna Steel, *A Samurai Warrior* ('88)—condense or tell some

"Samurai of Japan," in *Calliope* (January/February '93)

Medieval England/France to Renaissance Italy (mostly)

Medieval Europe. A little Medieval history is best done as background to English language arts where some magnificent English literature is accessible: King Arthur; a Canterbury Tales retelling (e.g., Barbara Cohen, '88—do some of these in history and social science); Robin Hood, and even Beowulf (e.g., Charles Keeping, *Beowulf* ,'82 and '97). And Charlemagne and his knights clash with Islam (the Saracens) in e.g., Eleanor Clark, *The Song of Roland* ('60). For history and social science, the Song of Roland is retold by Robert San Souci in "Defenders of France," in *Calliope* (March/April '92). Teachers may want to look at John Child, Nigel Kelly, and Martyn Whittoch, *The Crusades* ('94) for background in the Christian-Islamic conflicts of the Middle Ages. To introduce students, read about the citadel Krak des Chevaliers and the Alhambra Palace in Reg Cox and Neil Morris, *The Seven Wonders of the Historical World* ('95).

Christopher Manson, *Two Travelers, an Elephant for Charlemagne* ('90)—simple

Peter Chrisp, *The Normans* ('95)—uses the Bayeux Tapestry to tell of conquest, touching on castles and cathedrals, King John and Magna Carta (excerpts in Helen and Robert Howe, *Ancient and Medieval Worlds* in the Resource Bibliography)

Sarah Howarth, Medieval People ('92), e.g., *The King, Knight, Pilgrim, Lady, Monk, Doctor; and Medieval Places* ('92), e.g., Castle, Law Court, Guild

Régine Pernoud, A Day With A Miller ('97); *A Day With A Stonecutter* ('97); *A Noblewoman* ('97)

D. The Middle Ages (Islam, Europe/England, kingdoms of Africa, Japan) and the Renaissance (continued)

Renaissance—Italy mostly. Touch on Renaissance aspiration and ambition to know more about the world and man's place in it, linked to the retrieval of ancient knowledge. (Information about recovery of ancient knowledge through the Arabs, with their expansions and with borrowings—the decimal system from India—can be found in Holmes and Maynard, *Great Men of Science*, '79). Readings emphasize art (gifts from the Renaissance) and science (observing and experimenting, exploration). They touch on the desire for material goods from the East and attempts to establish direct trade routes—and on the Reformation, also characteristic of the Renaissance in its idea of individual conscience and responsibility and connected through English history with Puritans and early American colonization.

Martin and Alice Provensen, *Leonardo da Vinci* ('84); Norman Marshall, *Leonardo da Vinci* ('81); Nathaniel Harris, *Leonardo and the Renaissance* ('87)—selections

Gutenberg and Galileo: Stephen Krensky, *Breaking into Print* ('96)—Gutenberg;

Steve Parker, *Galileo and the Universe* ('92); Leonard Everett Fisher, *Galileo* ('92); Peter Sis, *Starry Messenger* ('95)—Galileo

Sarah Howarth, *Renaissance People* ('92)—choose a few: the Artist, Explorer, Architect, Writer, Protestant, Alchemist (asking questions), Beggar

Barbara Brenner, *If You Were There in 1492* ('91)—in its focus on Spain, the relations and conflicts among the three religions of the Bible are suggested

Conclusion to Medieval and Renaissance history.

Ellen Jackson, *Turn of the Century* ('98)—quick portraits of a child's life at the turn of centuries from 1000-1500

Appendix A

Casting a Spell:

How to read aloud effectively to a group of children[9]

You will be well rewarded for polishing your skills—by the clamor for "just one more" or the nearly silent sigh of satisfaction.[9]

Essentially these suggestions on how to read aloud are directed to readers outside the home, because family members and guests need not be skilled readers to hold even the most restless listener spellbound. Keeping the attention of a group of children is more of a challenge, however. We offer here a few tips that will help the more reluctant or inexperienced reader to gain confidence and the veteran reader to perfect his or her technique.

A word about the audience. Reading aloud, although not a theatrical experience, is a performance. The reader must be aware of audience reaction; of creating a mood that allows the listener to respond to the story. This interaction between reader and listener, between story and audience, is a key to success. This doesn't mean that one needs a stage, or even a fireplace and deep leather chair, but it does mean that the reader has to pay attention to the atmosphere and physical setting of the session as well as the interpretation of the story. Too much heat or polar cold may distract listeners. With a little thought about which corner of the room to use, a quiet place can be created in a busy classroom or library. One librarian found that merely seating a group with their backs to the main activity of the room helped enormously with the problem of distraction. One teacher sat in front of a window that looked out on a pleasant hill but found the class, facing the bright light, was restless and uncomfortable. The wiggling decreased when she merely switched her chair around and sat the group at an angle from the window.

If the children will be sitting on the floor, try to mark out in some way where they are to sit. Otherwise, all through your reading children will be inching forward, each jockeying for the best position, closer to you and the book. Tape or other marks on the floor can be helpful, or place carpet squares (often obtainable from rug stores) in a semicircle at the right distance. Tell each child to sit on her or his bottom on a square. This will rule out sprawling or kneeling for a better view, which blocks other children's view, of course.

Timing is important, too. Experienced day-care and nursery-school staff know that reading a story following a strenuous playtime allows everyone a chance to simmer down.

Make sure that listeners can hear you. Volume control is often difficult for a beginner to regulate, but a simple question like "Can everyone hear me?" does much to reassure fidgety listeners. Since reading out loud is a shared experience, one must look at the audience now and then. Besides con-

[9] Excerpt from Margaret Mary Kimmel and Elizabeth Segel, For Reading Out Loud! (New York: Dell Publishing, 1991) 36-43. Reprinted with permission from Margaret Mary Kimmel.

firming the bond between reader and listener, this helps to gauge audience response and thwart rebellion in the back of the room.

Sometimes an epidemic of wiggling is your clue that you have reached the end of children's attention spans, the point at which they cannot keep still, no matter how much they like the story. When this happens, it's best to break off (without scolding) at the next lull in the action, saving the rest for another time. If you are within a page or two of the chapter's end, however, you might just let your audience know that the story is almost over. This often helps the wigglers muster a bit more patience. Then plan to cover less material in subsequent sessions. Groups of toddlers or inexperienced listeners may need to begin with sessions as short as ten minutes. Ten- to fifteen-minute sessions suit most preschoolers, fifteen to twenty minutes is a reasonable length for primary school groups, and thirty minutes is about right for middle-graders.

Some preschoolers and even children of five, six, and seven can't sit still for anything. Don't assume that such children aren't enjoying being read to. If you can let these active ones move around (something that is admittedly more feasible at home than in school groups), you will probably find that they never wander out of earshot and are, in fact, taking it all in. In many cases they are enjoying the story as much as the child who sits motionless and clearly enthralled.

When you finish reading, don't break the spell by asking trivial questions ("What was the pig's name who won first prize at the county fair?" or "How long was Abel stranded on the island?"). Children get plenty of reading for information in their school careers. For the greatest benefit, most reading aloud should not be associated with testing of any sort; its goal should be simple pleasure.

If children have been moved by a story, they often do not want to discuss it at all right away. Later they may be happy to talk about it—or sing or dance or paint something that expressed how they feel about the story. The important word is "feel." Young children are not equipped to analyze literature. To press for such a response can reduce a complex and deeply felt experience to a chore.

Purists may be shocked, but we have been known to skip sentences, paragraphs, even an occasional chapter, that we judged would lose us the children's attention. Sometimes this means simply omitting a few nonessential phrases in order to reach the end of a chapter before a restless six-year-old's attention span expires. Or one may find that an author has indulged in digressions that spin out too long a book that otherwise has great appeal for children. Even adults who read *Watership Down* silently may find themselves skipping over some of the discursive essays that begin certain chapters, and we recommend doing so when reading the book to children (unless you have very philosophical listeners and all the time in the world).

Occasionally you may want to omit a whole chapter that you judge dull or offensive. This kind of omission can be made only if the narrative is episodic with one adventure following another but not depending on it for plot development. Such omissions of paragraphs or chapters must be carefully planned, so skim the material in advance and mark what you want to skip. You don't want to discover later that you've left out a piece of information that's essential to understanding the book's conclusion.

We have suggested a few such omissions of nonessential material in our annotations of the recommended titles. Most children are bored, we have found, by "The Lobster Quadrille" chapter of *Alice in Wonderland*, with its several long parodies of poems unfamiliar to children today, and by the inane recitations in chapter twenty-one of *The Adventures of Tom Sawyer*.

This kind of editing has a long and distinguished history from the days when oral storytellers, passing on the old tales, left out what didn't please their audiences and elaborated on what did. It should be sparingly used but is a legitimate expression of a good reader's sensitivity to the needs of her or his audience.

Many of the books we recommend have illustrations that you will want to share with your listeners. The illustrations of picture books are in fact an essential component of the story, so try to hold a picture book facing the children as you read. This means that you have to crane your neck a bit to read from the side or develop the ability to decipher upside-down print, but these are talents that can be mastered. For books that are mostly text with occasional pictures, we suggest that you wait to show the illustrations until you have read aloud at least part of the book. (Of course, this won't be possible when you are reading to one or two listeners who are sitting right next to you.) We make this suggestion because children in this age of television have many fewer opportunities to form their own mental images than earlier generations did. Experts feel that this impoverishment of the visual imagination is one of the most serious penalties of television viewing. By oral reading, we can provide children with the chance to create their own stormy seas or king's palace. They can collaborate with Stevenson in imagining the terrifying blind pirate Pew and the ingratiating yet treacherous Long John Silver. N.C. Wyeth's illustrations for *Treasure Island* are classics, loved by generations of readers, but they are Wyeth's images, his interpretations. Children can enjoy them all the more if they have first developed their own vivid mental pictures with which to compare them.

Children will probably object to this strategy. Their experience with picture books as well as with television has persuaded them that they can't follow the story if they can't see the pictures. But the illustrated book—unlike the picture book—is not dependent on the picture for meaning, and children can be led to understand this. If you don't train them, you'll find yourself having to interrupt your reading frequently to hold the book up for inspection. And nothing breaks the spell of a story faster than impatient squirms and cries of "I can't see," "Hey, teacher, I can't see!"

How dramatic should your reading be? Some readers are very straightforward. Others sway with the blowing wind and gasp in awe as the heroine saves the day. One bit of advice—keep it simple. Sometimes one is tempted to change the quality or pitch of the voice with different characters. In a short book with one or two characters, this isn't too difficult, but in a book like *Queenie Peavy* it would be a mistake to attempt voice characterizations for the many people Queenie encounters. Even the most experienced reader can mistake one character's tone for another when the reading involves several sessions. Furthermore, such voice characterization often complicates the listening process. On the other hand, one does not want listeners to fall asleep—at least, not usually. A soothing, almost monotonous tone that would be fine at bedtime may lose an audience in the middle of the day.

An overly dramatic reading can frighten very small children or those new at listening to stories. Elizabeth [Segel] was once reading *Caps for Sale* to a group of preschoolers. She doesn't think of this as a scary book, but when she got a bit carried away reading the peddler's part—"You monkeys, you! You give me back my caps"—one adorable little boy burst into tears. He seemed to think that the reader was angry at him!

For older children, whether or not the reading is a dramatic rendition is partly a matter of taste and experience. A more experienced reader can sense when a moment demands a grant gesture or a bellow of rage and perform accordingly. Do be careful with such actions, however. Just such a "bellow" once brought both the principal and the school nurse to the library on the run, and an exuberant father we know knocked a bowl of buttered popcorn sky-high with a sweeping gesture. Dramatization should sound spontaneous but needs to be carefully planned, especially by beginners. In the annotations for each book, we have tried not only to indicate possible difficulties for the reader, but sometimes to suggest occasions where one might wax eloquent.

Gauging the proper pace of a story is another essential ingredient. If the reading is too slow, the listeners may lose track of the action and become fidgety. "Get on with it, Dad" was one family's complaint. Too fast has some of the same problems—the listener simply can't keep up, can't savor the story. While the reader has some control of the overall pace, there are often parts of the narrative that have an internal rhythm of their own. For instance, Lucinda's pell-mell fight to find Policeman McGonegal and save Tony Coppino's fruit stand from bullies in *Roller Skates* is a breathless race, and Ruth Sawyer built that breathlessness into her phrases and sentences. In *Tuck Everlasting*, Mae Tuck's violent confrontation with the man who is after the water of immortality is a dramatic scene that moves as swiftly as the blink of an eye. The pace of life in the humid, hot days suddenly quickens for both reader and listener. The beginning of *The Iron Giant*, on the other hand, unfolds at a slow and dignified—even portentous—pace, dictated by Ted Hughes's careful choice of word and syntax. Many of our recommended books were chosen in part because the accomplished writers have such control of their material that the reader can't go wrong.

Yet it is through your voice that the author's words reach the listeners. Its tone and pitch color the experience. Music teachers coach their voice students to breathe from the diaphragm, and this admonition certainly applies to those who read aloud—whether just beginning or with hours of experience. Good breathing technique gives substance to a voice that otherwise may be light or high-pitched. It supports the voice and builds the listeners' confidence that you know what you're doing. A breathless quality may be all right when you're reading about the Elephant's Child, breathless with curiosity, as he approaches "the banks of the great grey-green, greasy Limpopo River." A group may get nervous, however, if you periodically appear to be in danger of falling off your chair because you haven't "caught your breath."

Above all, aim for an understandable delivery. Some regional accents, for instance, can confuse listeners not used to hearing such patterns. A high or very low-pitched voice sometimes accents regional differences and makes it hard to listen. A reader may be unaware of such voice qualities, but a session or two with a tape recorder will certainly identify problem areas. More careful enunciation will modify most problems. Clear enunciation, in fact, helps with all aspects of reading aloud.

This does not mean such exaggerated pronunciation that words "hang like ice cubes in the air," as critic Aidan Chambers describes it. Careful attention to the endings of words and sentences, however, helps the listeners to pay attention to the story, not to your reading style.

Finally, there is that bit of polish that makes reading sessions something special. It is the confidence that comes with practice and experience. There is no substitute for enthusiasm and preparation but it does get easier with practice. One gradually becomes more aware of a story's possibilities and of an audience's subtle reactions. The experienced reader knows that a pause just before Hobberdy Dick makes his choice between the green suit of antic mirth and the red suit of humanity heightens the drama and allows the audience just that second to anticipate the satisfaction of the "right choice." The skilled reader knows that a lowered voice can emphasize the foreshadowing of events as Old Da tells Robbie the legend of the Great Selkie in *A Stranger Came Ashore*.

You will be well rewarded for polishing your skills—by the clamor for "just one more" or the nearly silent sigh of satisfaction.

Appendix B
First Readers in History and Social Science

The following list presents history and social science books written for children. It was drawn directly from the much larger contents of Barbara Barstow's and Judith Riggle's *Beyond Picture Books: A Guide to First Readers* (New Providence, NJ: R. R. Bowker, 1995). The authors' aim was to select books that would encourage children's expanding interests while stretching their reading skills. In order to be selected, books had to have well-written and accurate text, illustrations that complement and extend the text and that are attractive to children, and stories and subjects of interest to primary grade students.

Barstow and Riggle define first readers as "books intended for children at a first and second grade level (occasionally third) that have a recognizable format and generally belong to a series. The standard format for a first reader has large print, short sentences, a limited amount of print per page, and usually at least one illustration on a double-page spread. The vocabulary can be, but is not always, controlled and is generally limited to sight words, words of few syllables, a familiar spoken vocabulary."[10] They classify first readers at three levels of difficulty.

- **Reading Level A** has sentences with three to five single-syllable, easily recognizable words and the test is often in large print; illustrations comprise two-thirds of the page.
- **Reading level B** has a balance between text and illustration, more complex sentences, more descriptors, phrases and words of multiple syllables.
- **Reading Level C** has more text, often compound sentences, more difficult vocabulary, with illustrations often on alternating pages.

Every selection included in *Beyond Picture Books* is annotated under alphabetically organized authors and referenced by subject, title, illustrator, readability level, and publisher's series.

[10] Barbara Barstow and Judith Riggle, Beyond Picture Books: A Guide to First Readers (New Providence, NJ: R. R. Bowker, 1995), ix-xi

History and social science books from Barbara Barstow's and Judith Riggle's *Beyond Picture Books: A Guide to First Readers* (New Providence, NJ: R. R. Bowker, 1995).
These appear in the *Guide's* list of 200 "Outstanding First Readers," all in print as of publication of the *Guide* in 1995.

Aliki. *The King's Day: Louis XIV of France* **C**
Benchley, Nathaniel. *George the Drummer Boy* **B** (historical fiction)
Branley, Franklyn.*The Big Dipper* **B**; *Shooting Stars* **C**
Brenner, Barbara. *Wagon Wheels* **B** (historical fiction)
Coerr, Eleanor. *Chang's Paper Pony* **C** (historical fiction)
Greene, Carol. *John Philip Sousa: The March King* **C**
Lauber, Patricia. *How We Learned the Earth is Round* **B** (geography)
Leedy, Loreen. *Postcards from Pluto:* A *Tour of the Solar System* **C**
Lewis, Thomas. *Clipper Ship* **C** (fiction)
Jacobs, Leland. *Just Around the Corner: Poems About the Seasons* **C**
McKissack Patricia and Fredrick. *George Washington Carver: The Peanut Scientist* **C**
Marzollo, Jean. *Happy Birthday, Martin Luther King* **B**
Monjo, F. N. *The Drinking Gourd* **B** (historical fiction, the Underground Railroad)
Orgel, Doris and Schecter, Ellen. *The Flower of Sheba* **C** (Bible story)
Palacios, Argentina. A *Christmas Surprise for Chabelita* **B** (fiction) and
Viva Mexico! A Story of Benito Juarez and Cinco de Mayo **C**
Roop, Peter and Connie. *Keep the Lights Burning Abbie* **B** (historical fiction)
Rosen, Sidney. *Where Does the Moon Go?* **C**
Sandin, Joan. *The Long Way Westward* **C** (historical fiction)
Schultz, Walter. *Will and Orv* **B** (biography)
Showers, Paul. *Where Does the Garbage Go* **C** (civics)
Wilder, Laura Ingalls. *Winter Days in the Big Wood* **B**

History and social science books from Barbara Barstow's and Judith Riggle's *Beyond Picture Books: A Guide to First Readers* (New Providence, NJ: R. R. Bowker, 1995).
Selected from the *Guide's* annotated list of readers on all subjects, some of these books were out of print in 1995 but nonetheless may be available in school and public libraries.

Aliki. *Corn Is Maize: The Gift of the Indians* **C**
Fossils Tell of Long Ago **B**
Story of Johnny Appleseed **C**
Arnott, Kathleen. *Spiders, Crabs, and Creepy Crawlers: Two African Folktales* **B**
Ashrose, Cara. *The Very First Americans* **B**
Bailey, Donna. *Italy* **C** (geography)
Bailey, Donna and Wong, Ansel. *Trinidad* **B** (geography)
Bang, Molly. *Wiley and the Hairy Man: Adapted from an American Folktale* **B** (African American)
Baumgartener, Barbara. *Crocodile! Crocodile! Stories Told Around the World* **B**
Behrens, June. *Juliette Lowe: Founder of the Girl Scouts of America* **C**

Benchley, Nathaniel. *Sam the Minuteman* **B**

Small Wolf **A** (Native American)

Snorri and the Strangers **B** (Norsemen)

Bendick, Jeanne. *The Planets: Neighbors in Space* **C**

Berger Melvin. *Energy from the Sun* **C**

Stars **B**

Berger, Melvin and Berger, Gilda. *Where Are the Stars During the Day? A Book About Stars* **A**

Where Did Your Family Come From? **A** (reasons immigrants settle in U.S.)

The Whole World in Your Hands **A** (introduction to reading maps)

Bernhard, Emery. *Spotted Eagle and Black Crow: A Lakota Legend* **C**

Bernier-Grand, Carmen. *Juan Bobo: Four Folktales from Puerto Rico* **A**

Blassingame, Wyatt. *How Davy Crockett Got a Bearskin Coat* **B**

Bowleg Bill, Seagoing Cowboy **C**

Pecos Bill and the Wonderful Clothesline Snake **C**

Pecos Bill Catches a Hidebehind **C**

Boynton, Alice. *Priscilla Alden and the First Thanksgiving* **C**

Branley, Franklyn. *Beginning of the Earth* **C**

North, South, East, and West **B**

Sunshine Makes the Seasons **B**

The Sky is Full of Stars **B**

What Makes Day and Night **B**

Carter, Polly. *Harriet Tubman and Black History Month* A

Chandler, Edna. *Pony Rider* **B**

Daugherty, Charles. *Samuel Clemens* **C**

De Lage, Ida. *Pilgrim Children Come to Plymouth* **B**

Dines, Glen. *John Muir* **B**

Dolch, Edward and Marguerite. *Aesop's Stories* **B**

Folk Stories **B** (European)

Once There Was A Monkey **C** (tales from around the world)

Stories from Old Russia **C**

Dolch, Marguerite. *Once There Was a Cayote* **B** (Native American tales)

Stories from Africa **B**

Edwards, Roberta. *Five Silly Fishermen* **A** (traditional tale)

Evans, Katherine. *The Boy Who Cried Wolf* **C** (traditional tale)

Camel in the Tent **C** (traditional from Turkey)

The Man, the Boy, and the Donkey **C** (Netherlands tale)

Maid and Her Pail of Milk **B** (Netherlands)

One Good Deed Deserves Another **C** (Mexico)

Fradin, Dennis. *Declaration of Independence* **C**

The Flag of the United States **C**

The Pawnee **C**

The Shoshoni **C**

Thirteen Colonies **C**

Gleiter, Jan and Thompson, Kathleen. *Sequoya* **C**

Graves, Charles. *Fourth of July* **C**

Wright Brothers **C**

Greene, Carol. *Benjamin Franklin: A Man with Many Jobs* **B**

Christopher Columbus: A Great Explorer **C**

Daniel Boone: Man of the Forests **C**

Elie Wiesel: Messenger from the Holocaust **C**

George Washington: First President of the United States **C**

Jackie Robinson: Baseball's First Black Major-Leaguer **C**

John Chapman: The Man Who Was Johnny Appleseed **C**

Louis Pasteur: Enemy of Disease **C**

Greene, Carol. *Martin Luther King, Jr.: A Man Who Changed Things* **C**

MotherTeresa: Friend of the Friendless **C**

Pocahontas: Daughter of a Chief **C**

Wolfgang Amadeus Mozart: Musical Genius **C**

Gridley, Marion. *Osceola* **B**

Hancock, Sibyl. *Old Blue* **C** (Western stories)

Hayward, Linda. *Hello, House* **A** (folktale, African American)

Hong, Lily. *Two of Everything* **B** (Chinese tale)

Hood, Flora. *One Luminaria for Antonio* **C** (historical fiction, Mexico)

Jeunesse, Gallimard. *Castles* **C**

Judson, Clara. *Christopher Columbus* **A**

Kent, Jack. *Hoddy Doddy* **C** (Danish tale)

Kessel, Joyce. *St. Patrick's Day* **B** (Irish history)

Klingel, Cindy. *Harriet Tubman: Black Liberator* **C**

Susan Anthony: Crusader for Women's Rights **C**

Knight, David. *Let's Find Out About Earth* **C** (geography)

Knowlton, Jack. *Geography from A to Z: A Picture Glossary* **C**

Krulik, Nancy. *My Picture Book of the Planets* **A**

Kumin, Maxine. *Paul Bunyan* **B**

Kunhardt, Edith. *Honest Abe* **B**

Larrick, Nancy. *More Poetry for Holidays* **C**

Poetry for Holidays **C**

Lazarus, Keo. *Billy Goat in the Chili Patch* **C** (Mexican folktale)

McKissack, Patricia. *The Apache* **C**

The Maya **C**

McKissack, Patricia and Fredrick. *Booker T. Washington: Leader and Educator* **C**

Frederick Douglass: Leader Against Slavery **B**

Ida B. Wells-Barnett **C**

Langston Hughes: Great American Poet **C**

Mary McLeod Bethune: A Great Teacher **B**

Sojourner Truth: A Voice for Freedom **C**

Maestro, Betsy. *A More Perfect Union: The Story of Our Constitution* **C**

Martin, Patricia. *Thomas Alva Edison* **C**

Maynard, Christopher. *Incredible Flying Machines* **C**

Mercer, Charles. *Roberto Clemente* **C**

Miller, Jay. *The Delaware* **C**

Milton, Joyce. *Secrets of the Mummies* **C**

Mitchell, Barbara. *Cornstalks and Cannonballs* **B** (War of 1812)

Hush Puppies **C** (historical fiction, slavery)

Tomahawks and Trombones **B**

Mitgutsch, Ali. *From Gold to Money* **C** (economics)

Moncure, Jane. *Our Columbus Day Book* **C**

Monjo, F. N. *The Drinking Gourd* **B**

The One Bad Thing About Father **C** (historical fiction, Theodore Roosevelt)

Norman, Gertrude. *Johnny Appleseed* **A**

A Man Named Columbus **A**

A Man Named Lincoln **A**

Oppenheim, Joanne. *The Donkey's Tale* **B** (traditional forklore)

Papajani, Janet. *Museums* **C** (history exhibits)

Payne, Elizabeth. *Meet the Pilgrim Fathers* **B**

Pearce, Q. L. and W. J. *In the African Grassland* **A** (geography)

Penner, Lucille. *The True Story of Pocahontas* **B**

Perkins, Al. *Hugh Lofting's Travels of Doctor Dolittle* **C** (fiction-geography)

Peterson, David. *Carlsbad Caverns National Park* **C**

Yosemite National Park **C**

Zion National Park **C**

Porter, Wesley. *About Monkeys in Trees* **B** (African tales)

The Magic Kettle **C** (Japanese tale)

Radford, Ruby. *Robert Fulton* **B**

Rice, Eve. *Once in a Wood: Ten Fables from Aesop* **B**

Richardson, Joy. *Day and Night* **C**

Rosen, Sidney. *How Far Is a Star* **C**

Where Does the Moon Go **C**

Rothaus, James. *Squanto: The Indian Who Saved the Pilgrims* **C**

Ruchlis, Hy. *How a Rock Came to Be in a Fence on a Road near a Town* **B** (time-geological)

Sandin, Joan. *The Long Way to a New Land* **C** (historical fiction)

Saunders, Susan. *Puss in Boots* **C**

Scarf, Maggi. *Meet Benjamin Franklin* **B** (information on electricity inaccurate—
a "small part" of otherwise good book)

Schecter, Ellen. *The Boy Who Cried "Wolf!" Retold in Rebus* **B** (rebus only accents text)

Scott, Geoffrey. *Egyptian Boats* **B**

Labor Day **C** (origin)

Memorial Day **C** (origin)

Selsam, Millicent. *Up, Down and Around: The Force of Gravity* **C**

Shaffer, Ann. *The Camel Express* **C** (historical fiction)

Sipiera, Paul. Globes **B**

Standiford, Natalie. *The Headless Horseman* **C**

Stevens, Bryna. *Ben Franklin's Glass Harmonica* **B**

Storr, Catherine. *David and Goliath* **B**

Noah and His Ark **B**

Swanson, June. *I Pledge Allegiance* **B**

Thompson, Brenda and Giesen, Rosemary. *Pirates* **C**

Towne, Peter. *George Washington Carver* **B**

Van Woerkom, Dorothy. *Abu Ali: Three Tales of the Middle East* **A** (Turkey)

The Friends of Abu Ali: Three More Tales of the Middle East **B** (Turkey)

Sea Frog, City Frog **A** (Japanese tale)

Vaughn, Jenny and Bailey, Donna. *Greece* **B**

Vaughn, Jenny and Barnard, Chris. *Russia* **B**

Venezia, Mike. *Da Vinci* **C**

Mary Cassatt **C**

Rembrandt **C**

Michelangelo **C**

Wang, Mary. *The Good Witch, A Charles Perrault Tale Retold* **A**

Wheeler M. J.*Fox Tales* **A** (based on folktales from India)

Wilson, Beth. *Martin Luther King, Jr.* **B**

Wise, William. *Booker T. Washington* **A**

Woodson, Jacqueline. *Martin Luther King, Jr.* **B**

Worthylake, Mary. *The Pomo* **C**

Wright, David. *Vietnam Is My Home* **C** (geography)

Young, Robert. *Christopher Columbus and His Voyage to the New World* **B**

Resource Bibliography

A. Trade Book Bibliographies In History/Social Science

1. Lynda G. Adamson, *Literature Connections to American History* and *Literature Connections to World History* (Englewood, Colorado: Libraries Unlimited, Inc., 1998). Hundreds of in print listings are annotated and referenced by author, title, subject, and grade levels. 800-237-6124.

2. E.D. Hirsch, Jr. and John Holdren, eds., *Books to Build On, A Grade-by-Grade Resource Guide for Parents and Teachers* (Charlottesville, Virginia: Core Knowledge Foundation, 1996). Carefully annotated listings are referenced according to the Core Knowledge grade sequencing (see B, below, 4). 800-238-3233; http://www.coreknowledge.org

3. *Literature for History-Social Science, Kindergarten Through Grade Eight* (Sacramento, California: California Department of Education, 1991, 1993). Listings are annotated and referenced according to California History-Social Science Framework sequence. 800-995-4099, 916-445-1260; http://www.cde.ca.gov/cdepress

B. Other Resources

1. Cobblestone Publishing Company. Monthly and bi-monthly magazines in American history *(Cobblestone)* and World History *(Calliope)* are published for grades 4-9, but much is useful at grades 3-4. Back issues are available. For a full listing of topics: http://www.cobblestonepub.com; 800-821-0115

2. Readers for Grades 2-4: selections in American and World history. Jeanne S. Chall ed., *Classic American Reader* (Kansas City: Andrews and McMeel, 1994). 800-826-3382

3. Barbara Barstow, Judith Riggle, eds., *Beyond Picture Books, A Guide to First Readers* (New Providence, NJ: R. R. Bowker, 1995). See Appendix B for a list of History/Social Science readers—all annotated—derived from this excellent resource.

4. *Core Knowledge Sequence: Content Guidelines for Grades K-8* (Charlottesville, Virginia: Core Knowledge Foundation, 1997). A resource for planning curriculum; some lesson plans are available. 800-238-3233; http://www.coreknowledge.org. Pearson Educational Publishing (formerly Addison Wesley) is currently developing a series of grade-specific World and American History texts, teacher's editions, and lesson plans to support the Core Knowledge History Sequence. This K-6 History and Geography series has been undertaken in collaboration with the Core Knowledge Foundation. The kits will be ready for distribution in spring, 2000.

C. Background And Course Planning Resources For Teachers: Textbooks And General Sources

1. Joy Hakim, *A History of US* (New York: Oxford University Press, 1993-5, revised edition, 1999). A 10-volume (for now) set of American history books for grades 5-8. 800-742-5401

2. Helen and Robert T. Howe, *Ancient and Medieval Worlds* (White Plains, NY: Longman, 1992). An interesting upper middle/high school textbook in World History through the European Renaissance.

3. Diane Ravitch, ed., *The American Reader: Words that Moved a Nation* (New York: Harper/Collins, 1990). Primary sources and documents.

4. William J. Bennett, ed., *The Book of Virtues* (New York: Simon and Schuster, 1993). Stories and poetry, folk tales, myths, legends and primary sources organized to address qualities of character such as honesty, courage, responsibility, friendship, self-discipline.

5. Jim Trelease, *The Read-Aloud Handbook* (New York: Penguin Books, 1982). Many reprintings.

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David P. Driscoll, Commissioner of Education

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"Casting a Spell: How to Read Effectively to a Group of Children" from Reading Out Loud! (New York: Dell, 1991) by Margaret Mary Kimmel and Elizabeth Segel reprinted with permission of Margaret Mary Kimmel.

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